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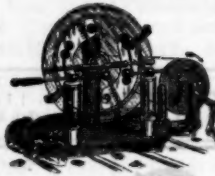
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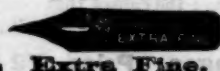
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New York, March 16, 1889.

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RUSKIN says:

"To-day,
Unsuited comes to thee—new-born;
To-morrow is not thine,
The sun may cease to shine
For thee, ere earth shall greet its morn.

"Be earnest, then, in thought and deed,
Nor fear approaching night;
Calm comes with evening light,
And hope, and peace—thy duty heed,

To-day.

O Earth! thou hast not any wind that blows
That is not music: every weed of thine,
Pressed rightly, flows in aromatic wine;
And every humble hedgerow flower that grows,
And every little brown bird that doth sing,
Hath something greater than itself, and bears
A living word to every living thing,
Albeit it holds the message unawares.

THE questions dividing thinking teachers to day
are psychological, and yet they are simple.
Is there any other education excepting by doing?
Some one answers, "Yes, by thinking." But what
is thinking? Is it anything more than doing over

in the mind what has before been done with the
senses? We hope, love, fear, and imagine, but
could we hope, love, fear, and imagine, if we had
no knowledge of things? What do we hope for, what
do we love, what do we fear, what do we imagine?
Evidently something, and this something must be
tangibly understood. Of course, when it becomes a
subject of thought, it can be handled only as the
mind perceives it. But this something which we
think about must have been touched by the senses
before it could have been a part of the furniture of the
mind. Could a child who had never had a knowl-
edge of the outward world ever hope for anything
that it had no idea of? Of course, there is a sense
in which education by doing is nonsense, but there
is also a very important sense in which it is the
only education of which we are capable. But some
one asks, "Can the senses see, feel, smell, taste,
hope, enjoy, and love? Evidently not. But can
anything be seen, felt, smelt, tasted, heard, en-
joyed, or loved, in the mind, that has not been first
presented to the senses? Think of this, teachers,
and decide the question as soon as possible. It is a
fundamental one.

COMENIUS taught that there is nothing in the
mind that has not previously been presented
to the senses. Was Comenius wrong? It was de-
clared at Washington last week that he was, and
the inference is that we come into the world en-
dowed with a stock of original knowledge. Is this
so? Are there some things we never learn, but
which we have received as a donation from nature?
What are these innate, inborn ideas that nature
has given to us? We wish some thinking teacher
would enlighten us on this subject and set us right,
if we are wrong. For our part, we confess that
we have not much respect for the doctrine of innate
ideas, and we are very much disposed to believe
that those who teach this doctrine have not yet
studied thoroughly the nature of the human mind.
It may seem to some of our readers that this ques-
tion is of no importance; but it is of great impor-
tance, for if children come to school already
endowed by nature with a stock of ideas, we should
lead them to express what these ideas are. We ad-
mit that many pupils come to school with the
elements of a good education already acquired, but
this education has been received at home through
nature, and by contract with the world. The work
of the school is to bring the pupils into such rela-
tion to nature, and thus to truth as to lead the
learner to comprehend what is presented. Educa-
tion is a process of growth. Growth from what?
We think from a germ capable of growth, but
which until brought into activity by means of the
senses, does not begin to grow,—a germ that would
never grow, unless brought into activity by contact
with the external world.

THERE is nothing in school-work that is of more
immediate benefit than good reading. At the
meeting of a Shakespearean club a few evenings
ago, where old and young were called upon to read
some selection, it was observed that the older the
readers were, the better they read. They had been
taught to read, and the young had not. At another
gathering, a young lady, graduate of a city high
school said, "I am learning to read this winter."
This comes from the common custom of neglecting
drill in expressive public reading, and giving most
of the time to analysis, and the study of words.
The learning of a little German, or the lisping of a
little French, or the study of a little Latin, while
English is not thoroughly studied and expressed, is
wrong. Reading and speaking correct, forcible,
idiomatic English is the best of all accomplish-
ments. Playing on the piano cannot be compared

with it. Teachers who try to do their duty in this
respect, encourage pupils to make selections from
books not in class use, and read them before the
whole school. They frequently hear these pieces
read in private, giving such suggestions as may be
necessary. Exercises of this kind are always inter-
esting, if properly provided for. We stick to our
school readers altogether too closely. Reading text-
books are good, but only as stepping stones. Child-
ren of twelve, should know some of the beauties of
twenty authors, and with a little effort, this num-
ber can be increased to forty. In every school all
intermediate pupils should have read at least six
masterpieces. Those might be the Merchant of
Venice, Goldsmith's Deserted Village, Thanatop-
sis, In Memoriam, Robinson Crusoe, and one of
either Scott's, Bulwer's, or George Eliot's novels.
Probably few of our readers will exactly approve of
this selection, but that at least six masterpieces
should be known by all boys and girls of twelve,
will probably be agreed to as correct doctrine.

THE man with a hobby is ridiculed, and a crank
is despised. But hobbyists and crankists have
been very important men in this world. Ericsson,
who died the other day, had a hobby,—it was the
Monitor, and when his hobby materialized into his
uncouth boat, people laughed at it; but when it
belched forth its murderous discharges against the
iron sides of the Merrimac, and won a magnificent
victory, the laugh of the people was turned to
admiration, and the hobbyist became a patriot.
Goodyear had a hobby, and he held on to it so long
that his family besought him with tears to give up
all hope of finding a substance that could be mixed
with rubber to make it useful in the arts. But
he stuck to his hobby, and to-day the use of India-
rubber in almost every department of work shows,
how good a thinker Mr. Goodyear was. Coperni-
cus had a hobby, and so had Galileo, and so had
Columbus, and so had Gutenberg, and so had
Morse, and so had Edison, and so have thousands
of others. The first modern educational hobbyist
who was laughed at was Comenius, the next was
Pestalozzi, and the next Froebel. The first educa-
tional hobbyist of this country of much account
was Horace Mann, and following him came Dr.
Sheldon, of Oswego, with his "object lessons," and
then Col. Parker of Quincy fame. How all these
men have been laughed at! What a hearty and
derisive laugh went up from the "Thirty-one Bos-
ton school-masters," when they hurled their bitter
satires against Horace Mann and how many thou-
sands have laughed at Col. Parker with his Quincy
"humbag"! And now the same class is laughing
at manual training. They divide themselves as
usual into two parties; one cry, "There is nothing
in it," and the other answers, "If there is, the
world has always known it." But these same
crankists and hobbyists will make the educational
world just as much better than it is now, as to-day
is better than the times of Copernicus, Columbus,
and Kepler. Wait, gentlemen,—wait the verdict
of posterity. The mills of God grind slow, but they
grind exceeding small. Wait. Truth isn't dead,
neither is it sick.

IT is astonishing how hungry people are for
government food. We were told last week at
Washington, that there were at least 5,000 half-
starved office-seekers waiting to be fed from the
public crib. Of these 5,000, 4,750 will go away dis-
appointed. The fortunate ones are few, the unfor-
tunate are many, for the government cannot find
employment for all its citizens. Crowds followed
Christ for the loaves and fishes; and thousands
shake hands with Pres. Harrison hoping that they
may get a little government aid. This is human
we admit, but it is sad, notwithstanding.

UNCALLED FOR EULOGY.

Why Northern men who write of the Southern schools should speak in terms of such high eulogy, is not explained. The Southern people sometimes think it meant in sarcasm; they often laugh in their sleeves at the praise bestowed upon schools that here in the North would receive no notice whatever. After Rev. A. D. Mayo had visited the South, he gave some lectures that were so full of fulsome praise, as to cause the regret of every man who knew the facts. Prof. H. B. Adams has undertaken to set forth the history of higher education in the Southern states and promiscuous praise is again poured forth *ad libitum*; especially is this true of the North Carolina pamphlet. The truth should be told even of the South. The Southern people know as well as we do their educational shortcomings; and because we want peace to flourish, is no reason why their schools should be looked at through rose-colored spectacles.

And that suggests that the period has gone by in this Northern land, when every educational institution is to be commended. Once it was heresy to intimate that the schools of New York, Boston, or Philadelphia could be improved. Horace Mann, fresh from an examination of Pestalozzian results, ventured to propose some changes in the course of studies in Boston, and was met by a cry of holy horror. When Col. Parker in Philadelphia said that the schools there might be improved, he was met with, "Sir, you do not seem to be aware that our schools are the best in the world; other schools may doubtless be improved, but," etc. In this city there is a disposition at present to search for light and advancement, but it has not always been thus. A man with half an eye can see what is sure to come in the educational world. A letter before us says:—"If your educational agency can give us a better teacher than we now have, then we shall want to employ it." The reason why educational bureaus abound, is because of the demand for better teachers. This is as surely in the air as the demand for speedy methods of locomotion. Thousands of teachers see what is coming and are preparing themselves. In fact the day of education is here. Outward forms will be adapted to fit the New Education, but the New Education is here.

As an on-looker wrote, "The New York Pedagogical School has become a day-star us. We believe that the men and women who have taken part in it, instructors and students together, have initiated a movement that will be felt all through the world. It signaled a great advance step by the teachers."

But let not every one stand still and say, "Where is the advance in my salary?" for that is thought to be the test. Now salaries will surely advance, but only as people see that the teacher is worth more. Are you worth more than you were last year to your patron? We did not ask the question, Did you get all that you were worth last year? The real partition line between the old dispensation and the new, separates advancing men and women from those who are standing still. The subject of education is very little understood by even the best teachers. There is considerable knowledge of what the books say, we admit, but that is of really little use to-day. To form a course of study for the schools of this city, for example, requires not only a knowledge of educational history, but a knowledge of men and things of to-day.

Our counsel to every teacher is to "go forward" in knowledge of the subjects he is teaching, and of the methods of teaching. And we know of none to whom these words are not applicable. Col. Parker freely admits that he needs to spend two or three years in investigating the subject of reading before he feels competent to give his opinions. Supt. MacAlister says, "We must think and try." Supt. Jasper says, "New fields of thought are opening; the effort must be to render every move an educational one, or it will not be successful."

Thousands are to-day in the school-room, not as educators, but as drillers. It is this vast number we would uplift. We would put a sure foundation under their feet. We would have them walk and not stumble. We would have the school-room a place of the highest possible enjoyment and usefulness. To move in the teachers' sphere aright, needs clear insight, large acquisitions, and a hunger and thirst for advancement.

It is clear that the school which the late Mr. Williamson had founded will lose whatever sum he had intended to give it in his will, and it is believed that this would have been another million or more. He refused to sign the will only two days before his death—a singular instance of obstinate imprudence.

EDITORIAL CORRESPONDENCE.

Washington may justly claim to be a city of importance on grounds other than the possessing of the national capitol and the department buildings. It has risen rapidly in public estimation during the past ten years; numerous homes have been constructed here—some very costly, all well-built and comfortable. Those who have been drawn here by business or politics evidently have been so pleased with its climate and environments that they have purchased land and have built themselves dwellings; so that there is a population of probably 250,000. There is no reason why it should not steadily rise in numbers for many years.

The school buildings of the city are well planned; they are roomy and well lighted. There are about 36,000 children in attendance, and about 700 teachers are employed. But in these days mere figures amount to little. What kind of schools? what kind of teachers? are the questions that will be asked. As the schools are wholly the creations of the teachers, the schools must be looked into to see what sort of teachers are at work, and how they are at work. At the head of them, as superintendent, is Mr. W. B. Powell, who was for sixteen years the superintendent of the schools of Aurora, Ill., and there learned how to supervise schools. I am well aware that there are a great many men to-day who are school supervisors who never learned how to supervise, and who are going through the motions and doing damage every day of their lives. I know that there are thousands of lawyers, doctors, and broken down politicians that are hungering for an opportunity to supervise the schools of our cities, and the worst of it is that the people allow them to do it.

Supt. Powell stayed on and on at Aurora at a small salary, and thoroughly learned the great art of directing the schools of a city, so that they would produce educational results worthy of the century. The time came four years ago when a superintendent was sought for this city, and he was chosen.

I well remember when he published his course of study for the Aurora schools, and on examining it I felt I had an ally in my efforts to reform our methods of education. Those were days when it was hard to find co-operators in the great work of lifting teaching from the mechanical stage into which it had fallen.

A visit to some of the schools of this city has made it apparent that Supt. Powell has accomplished a remarkable work.

First, he is employing manual training methods largely, originally, and properly. Sewing is taught to all the girls of the fourth, fifth, and sixth grades; cooking to the girls of the seventh and eighth grades, and to these in the high school. Then, as to other manual methods; beginning with the first (lowest) grade, the pupil constructs a form, say with splints; then draws it; then presents it again with colored threads, or it may be a drawing is made first (that is, a design is made), then it is represented in splints; then colored sticks or straws are sewed to a piece of paper of the same form.

This runs through all the grades, being adapted to the age of the pupil, until the boys are seen in the shops with tools in their hands. There is planning, drawing, and constructing all the way along.

Some most ingenious plans are used in geography, for example: a pupil has taken a large card, and on it fastened a pod of the cotton plant, some pictures of cotton machinery, some cotton oil, some cotton cloth, etc. Another had fastened a number of things to a card under the title, "Exports of the West Indies." When Russia was studied the pupils brought in numerous pictures, all fresh and new, to exemplify the life of that country. So of Mexico, so of Canada, etc.

The methods employed for training the teachers in the city normal school, by Miss Atkinson and her assistant, Mrs. Myers, are exceedingly interesting; about forty are trained by teaching (to do by doing) each year. One goes in as an assistant, learns the routine thoroughly, then teaches. Daily teaching, being daily criticised by those broad-minded educators, the young woman comes out able to use educational forces.

Supt. Powell is doing a great work in arousing a desire to know about education. I found the teachers are reading educational books and papers; they are using original methods; they are listening to lectures by able men on subjects that render them abler and stronger as teachers. There is a professional spirit growing up; they are feeling a profound respect for their work. As usual, I consulted several citizens, and there seems to be a comprehension of the work going on. Many of the congressmen send their children to the schools; they

thus know whether the schools are good or not.

A second point is, that the supervision of the teachers is such as to advance them steadily in skill. There are eight "supervising principals" (really assistant superintendents) who visit the schools to inspect the modes of teaching. If it appears that there are defective methods, the supervisor is immediately sent to remedy, by advice and an exhibition of better methods. If necessary the training teachers of the normal school are called on for help in this matter. But all is done in a way that encourages the teachers and does not depress or discourage. Another excellent thing to aid advancement, is the assembling of the teachers of any grade, say the first, for advice and instruction. At this time defects in teaching are discussed, and the underlying principles are pointed out. A pedagogical library is also much drawn from by the teachers. Thus, there is within the reach of the teacher a means of progress in the art of teaching.

Here, briefly, is a condensed view of the work in Washington. I have no words of praise for it; it needs none. It is real pedagogical work. The teachers were acting freely, the children were growing stronger and brighter; there was no sham-work and cram-work of words.

NOTES FROM WASHINGTON.

Going to Washington the day after the inauguration, and the great ball, was something like going to a party after it is over. But since superintendents and educational editors are not office seekers, it made no difference. The attendance at the meeting of the Department of Superintendence was about one hundred representative men. Manual training was pretty thoroughly discussed. Supt. MacAlister could not leave his work; Supt. Dutton was detained by necessary business, so Dr. Woodward occupied most of the first evening in proving the success of manual training in general, and in his school in particular. Dr. E. E. White and others remained skeptical after all he could say. It was plainly to be seen that the drift of thought was strongly conservative. The next morning Dr. Harris discussed the psychological side of the manual training subject with eminent ability, but with strong Hegelian tendencies. He appeared to advocate the doctrine of "innate ideas," and did not seem to be in sympathy with the doctrine of "education by doing." In this sentiment he was joined, the same evening, by Supt. Howland, of Chicago, who in a few well-chosen sentences gave the same sort of "education" several black eyes, but his whole address was so full of excellencies that this little digression could be excused. One of the strongest papers was by Dr. Nicholas Murray Butler. His subject by mistake on the program was "State Normal Schools," but he discussed the psychology of manual training, and it was good.

The subject of manual training is running the same gauntlet the "word method" did in Horace Mann's time, "object teaching" during the early days of Oswego, "Quincy methods," when Col. Parker was in Quincy, and the "new education" ever since the SCHOOL JOURNAL undertook to advocate it. The truth will come up all right in the end, but it will take time. It is astonishing how many excellent men will have it that "manual training" means *hand practice* and *trade education*. A ver to the contrary as earnestly as possible, still they will have their own way, and keep on setting up a man of straw and delivering eloquent speeches to it, all for the fun of the thing. There was an honest difference of opinion at Washington, but it was mainly because of misapprehension as to terms. When the true aims and ends to be reached by school processes of education are understood, the practical difference as to practical methods will be slight indeed.

The anxiety shown by a very few to get the commissioner of education office was manifest, and it was humiliating; when any leading educator solicits a following he proves his unfitness for the place. Let the office seek the man, especially just now when so much opposition to it is developing among politicians. In an unseemly scramble for the place, the place itself may move on beyond the reach of anyone. The opinion of the superintendents seemed to be that either Dr. Harris or Dr. White would honor the place. Many said that Supt. Luckey, of Pittsburg, would make a good officer; quite a number mentioned Dr. William A. Mowry, of Boston, and Dr. Nicholas Murray Butler, of New York. It seems probable just now that Dr. Morgan, of Rhode Island, will get the place, and that Principal Cook, of Potsdam, will be appointed superintendent of Indian affairs.

The sharpest, most incisive, off-hand speech of the meeting was made by Supt. Kiehle, of Minnesota, on "psychology," but we think he was about a tenth in earnest, and nine-tenths in jest. The paper of Supt. Balliet, on the duties of the superintendent, was full of common sense. It would make a good tract for general distribution. Both this paper and the address of Supt. Howland could, with profit, go together, except what Mr. H. said about "education by doing." We'd leave that paragraph out.

It is undeniable that progressive education is progressing. Sensible object teaching, the word method, the kindergarten, language lessons, flexible grading, and "doing," especially in the lower grades, are all but universally accepted. Manual training is coming along, and grammatical routine is going out; spelling with the meaning of words, and elementary science lessons, are not far in the rear. Geographies contain less names and questions, reference books are increasing in number. The higher numbers of school readers are fuller of information lessons and patriotic selections; and history is more and more leaving out dry facts and numberless dates and names.

THE Pennsylvania soldiers' orphan asylum schools were farmed out to speculators. The three schools, which were found to be in the worst condition, were controlled by one syndicate. It seems strange that the results of such a system should not have been foreseen from the outset.

THERE never have been as many murderers under sentence of death in the Tombs of this city since time began.

MANY who admired the late Dr. Francis Wharton, the great authority on international law, were not aware that he was an Episcopal clergyman of conspicuously high standing.

THE Rev. Dr. Charles H. Payne, of New York, secretary of the Methodist board of education, says that it is intended to raise the standard in Methodist colleges so that they will be second to none in the land. There are numbers of schools and colleges struggling along in sections where there should be but one.

A SERMON on the deadly cigarette is to be found in the death from cigarette smoking of a fifteen year old boy of Philadelphia. This is not half as impressive a sermon as the blasted lives of thousands of living wrecks whom we meet every day on the streets. The cigarette should go.

A DETAILED account of the meeting of superintendents at Washington, D. C., may be expected in our next number. Other papers, in addition to those we give in this issue, will be printed; but the real meat of the meeting will be found in the papers published.

THE late I. V. Williamson was short in stature and slight. He had black, flashing eyes, and a peculiarly firm mouth.

THE Hon. Simon Cameron, who was ninety years old last week, takes his chief delight in books and flowers.

JOHN ERICSSON, one of the most remarkable men in the world, died last week in this city, in the house where he had lived during a long succession of busy years, and surrounded by the tools which were his dearest companions. His early education was by doing, and all through a busy life he continued the same course of study.

It is not unlikely that the scandal in connection with the McAllister school for soldiers' orphans, Pa., will result in the abolition of the whole system by the state.

OUR readers will find in our articles this week an unusual amount of valuable thought. They are principally from the recent meeting of the Department of Superintendence at Washington. President Campbell's opening address and Mr. Holcombe's welcome are models in their way. Our readers will thank us for giving them "The Canadian School System," "Examinations," "Practice Schools," "The City Superintendent," "Manual Training in Graded Schools," "County Institutes," "Promotions," and "City Training Schools." It is not often we can present such an amount of thought, in addition to the other features always looked for by our readers.

It now seems probable that Prof. E. H. Cook, principal of the Potsdam, N. Y. normal school, will get the superintendency of the Indian schools. He is a good man for the post. The amount of nonsense that has been expended under the impression that the Indians were being educated, is just enormous. To sing some Moody and Sankey tunes, miscalling half the words, and not understanding any of them; to repeat the twenty-third Psalm in the same way; to bound the various states and give the names of the capitals, when they had no comprehension of the meaning of "state" or "capital," has been what the Indians have been set to do, on the plea of educating them!!! If Prof. Cook is put at the head of things some of this nonsense will cease.

THE discussions, at the meeting of superintendents in Washington, carry the weight of personal influence with them. Supt. White speaks for himself and not for Cincinnati. Supt. Howland does not represent Chicago, nor Supt. Maxwell, Brooklyn. It is probable that none of the teachers in Rochester knew that Supt. Ellis was to go to Washington, and those in Boston do not feel themselves bound at all by the utterances of Supt. Seaver. Must this state of things go on forever? The condition of the thirteen colonies, a hundred years ago, prompted them to federate; out of this good came at once. True, it was not an unmixed good; the ideal republic was not then attained and never will be, but some power was attained. The teachers of each state should be enrolled; they should be represented at their state associations, and these should select the men who are to represent them at the national meetings. Not so many smart men would meet, but they would represent the teachers, and that is very important.

JUPITER will be occulted by the moon in this city very early in the morning of the 24th, and very many of the children can see it. The moon will be near the meridian; the occultation will take place shortly after sunrise, at five minutes before seven, and last fifty-five minutes. By close watching, if there are no clouds, the very dim Jupiter may be seen to go behind the moon, and stay there an hour nearly. A good opera glass makes it very plain. Teachers explain this and set the young eyes to watching.

NEW INDUSTRIAL SCHOOLS.

Whatever may be thought of industrial branches in the public school, it is certain that at no period in the world's history have so many manual training schools been established as recently. Mr. Williamson's trade school in Philadelphia, has already \$2,000,000, and may get more; and now we read that A. J. Drexel has purchased the Mandella Mansion, at Wayne, Delaware county, for the "Drexel Industrial College for Women." The object of the institution, is to instruct young women between the ages of thirteen and nineteen years in all duties appertaining to the care of a household, and to teach such trades and business as will make them able to earn a respectable livelihood. The benefits of the college are to be extended, first to the daughters of clergymen, and secondly, to daughters of respectable parents, who, through adverse circumstances, are unable to give their children proper training and education.

The entire expense of the purchase, new structures and endowment, will be met by Mr. Drexel; and will reach \$1,500,000. In connection with the college, instruction will be given upon the plan of the Cooper Institute, by which pupils will receive tuition while living at their own homes. It will be nearly eighteen months from now before the college will be in full operation.

A NEEDED BOOK.

There are some who advise young teachers to study first the philosophy of education, and afterward its practical application. This is wrong. They should first study the facts, and afterward draw from these facts underlying principles. A little book has come to our notice, by Prof. John F. Woodhull, entitled, "Simple Experiments for the School-Room, that may be made by teachers, wholly without previous experience; and adapted to introduce young pupils to a knowledge of elementary science by experimental methods, and arouse a spirit of inquiry." Nothing uplifts pupils more than a knowledge of nature, and nothing gives a knowledge of nature but dealing directly with things. This book might be called, "Science Education by Doing," for it is science taught by means of simple apparatus and important experiments. Here are many experiments in

the products of incomplete and complete combustion, with many simple experiments, and with but trifling expense. Prof. Woodhull has placed the teachers of the country under great obligations to him by publishing this little book. It is really a great book on a great subject, for it will bring thousands of pupils face to face with some of the most interesting lessons that nature can teach. A letter to us concerning this book will receive prompt attention.

COMPARISON OF OLD AND NEW PRICES.

As illustrating changes in hotel rates, Judge Benjamin Patton, of Ohio, formerly of Pennsylvania, who attended the inauguration, was present at the inauguration of Jackson, March 4, 1839, and stopped in the same building, then known as the Mansion House, now Willard's Hotel. His bill for four days, including fires, room, and board, as rendered by the proprietor of the Mansion House, was \$9.30.

TAXING SCHOOLS AND CHURCHES.

A remonstrance is expected against the decision of the city board of assessors of Pittsburgh, Pa., which has sent out notices of the assessment of parochial school property and of all institutions which are classed as not wholly charitable, but have not hitherto been listed for taxation. Six parochial schools, one Lutheran, the remainder Catholic, the Western Pennsylvania University, and the three theological seminaries conducted under the auspices of the Presbyterians, United Presbyterians, and Reformed Presbyterians, are included in the provisions of this new order. Convents not charging a tuition are exempted. One Catholic priest has claimed that the action of Fathers McTighe and Sheedy, of Pittsburgh, in attempting to unite the parochial and public schools in their wards, which are strongly Catholic, hastened the action of the board of assessors, who are sustained by a recent ruling of the state supreme court.

THE UNITED STATES COMMISSIONER OF EDUCATION.

This office is not popular with the average politician. The *Sun*, of this city, recently said:

"Education is the business of the states. They attend to it, on the whole, pretty well. If they did not, they would look in vain to the commissioner of education for knowledge, inspiration, or useful help. That official is and must be, however respectable may be his attainments and his character, a futility. Whether he wanders about the country, at its expense, talking to teachers' conventions and boring them to death, or prepares at his office wearisome reports which nobody reads, the commissioner of education does not earn his salary, and he does not educate."

"There is nothing for a commissioner of education to do. A commissioner for the tabulation of statistics of the pins lost in the states and the territories would serve a more useful purpose, and arrive at more valuable results."

This is the opinion of the general political world. Unless, then, the office is made to touch the people more practically, it is plain that it is doomed. There are a dozen leading Republicans to-day in this city advising its abolition. There has hardly a kind word been said concerning the office by any paper in this city for the past ten years. The *Mail and Express*, N. Y. City, recently said that there is already a jam of seekers for the "job" of conducting the bureau.

"Among those named are Thomas H. Morgan, of Providence, R. I., Prof. Kiehle, of Minnesota, Henry Sabin, of Iowa, Thomas Pickrell, of Boston, and John Hancock, the present commissioner of education in Iowa. It is understood, however, that President Harrison may give the place to a friend from Indiana, Prof. John M. Bloss, at present the head of the State University at Bloomington. It is generally believed that Bloss will be the President's selection, though as yet there has been but little discussion upon the subject. Chicago is also here with a candidate in the person of George Howland, and E. C. White, who is at the head of the Cincinnati school system, together with W. E. Sheldon, editor of the *Journal of Education*, of Boston, and Dr. Harris, of Missouri, are also named."

Concerning this the *Sun* said last week:

"This is only the first run. Probably there are thousands of 'educators,' good men and true, but with an itch for writing reports, who yearn to succeed Commissioner Dawson. We must confess our surprise, however, to see an accomplished scholar and philosopher like Dr. Harris mentioned for such a post. He has a reputation as an authority upon education. He cannot afford to diminish it by taking office."

This is about as funny and sad as anything we have read for years. Look at the mistakes: "Prof. Kiehle," "Thomas Pickrell" (Bicknell). "John Hancock, the present commissioner of education in Iowa!!" (no such office in existence). "E. C. White" and "W. E. Sheldon, editor of the *Journal of Education*, Boston!" Such is fame and glory. "Sic transit gloria mundi."

Abstract of Papers Read at the Meeting of the Department of Superintendence.

WASHINGTON, D. C., MARCH 6, 7, 8, 1889.

PRESIDENT CAMPBELL'S ADDRESS.

As president for the year, I have the honor to call to order for its spring session the Department of Superintendence of the National Association of the United States, the officers and representatives, in convention assembled, of the grand army of 312,000 public school teachers of our country; those whose office it is to conserve and to direct that most important factor of our national prosperity, the American system of free, non-sectarian, non-political public schools.

The scene witnessed two days ago in this city may well have drawn hither the great concourse of people who thronged the halls and thoroughfares of the nation's capital. Nay, more than this; it is a scene which may well have centered the gaze of the world. Petty monarchs of petty kingdoms attained by strategy or by bloody wars, ascend their thrones with pomp and retinue and the gilded glitter of display. But grand in its simplicity is the ceremonial that quietly transfers the government of sixty millions of people from the hands of one of their chosen rulers to another. Like the ever-recurring miracles of the springtime and the dawn—mighty in its results, quiet in its processes—comes to our nation at stated times the crisis which, in other less favored lands, is looked forward to with anxiety and foreboding.

It might seem that in the importance justly attached to the scene which has brought hither so many thousands of eager observers, a meeting like the present would sink into comparative insignificance.

But, gentlemen, it is the interests which we represent which has largely made this scene possible. Long before the springtime shows any visible sign to the outward eye, far down in the depths of the valleys, away over stretches of prairie, high up on the slopes of mountains, hidden in the heart of tiny seed, quietly moving in the veins of northern oak and southern vine, are those mighty forces noiselessly at work that shall by and by bring forth in perfected beauty the full born glory of the year.

And so, all over our happy country, are the influences silently working that make a free government possible. In the hearts of little children are sown the gems of virtue and patriotism; in the veins of buoyant youth are flowing the enthusiasm of loyalty and the ambition of lofty ideals, which have their source only in a wise, and true, and universally diffused education.

In thousands of school-houses all over our land, wise and conscientious manhood, tender and loving womanhood, has devoted itself to the task of nursing these seeds of virtue, of directing these currents of enthusiasm.

The cause must ever be greater than the effect. Under the dome of the capitol, and in the chamber of the cabinet, the machinery of legislation does its work. But the real force lies far back, in the development of brain force, and the training of will power, that gave us men capable of regulating affairs so complex and so vast.

Viewed in this light, our assembly is one of no small import; and its deliberations assume a dignity that cannot easily be overrated.

The convention is to be congratulated that it meets under such happy auspices. Its presiding officers are to be congratulated that the willing response of the able men (and women too) whose services they have solicited, makes it possible to present a program containing such rare promise of interest and of profit.

ADDRESS OF WELCOME.

By HON. JOHN W. HOLCOMBE, Washington, D. C.

Gentlemen of the Department of Superintendence, and Ladies—for there are women superintendents of cities and counties, and we hope some of these are present:

I think that you will agree with me that Washington is the most hospitable city in the Union. Have you not seen the evidences all around you this wonderful week? You have seen her receive and entertain and make comfortable—more or less—people numbered by the hundred thousand. You have seen an enthusiastic welcome extended to all sorts and conditions, and colors and races, and trades of men, women, and children,—to ap-

prentices and presidents, to smiths and millers, to carpenters and cabinet-makers, to bureau-builders, wire-pullers, and organ-grinders, to pleasure-seekers, office-seekers, self-seekers, truth-seekers;—with hopeful auguries, also, to an old political party returning to power, chastened it is believed by defeat, and its virtues renewed by contact with the purity of life and character of the eminent citizen, whom the Republic by happy good fortune has secured for its President. But hospitality does not end with the entertainment. The parting guests must receive God-speeds and farewells, and these have been given with hearty good-will to many thousands, but to none more heartily or with more good-will, than to the brave, strong man who, while guiding the destinies of this great nation, has for four years borne himself in his exalted office with the unaffected simplicity of a citizen among fellow-citizens.

This character of hospitality fitly distinguishes the federal city, the national city, the city belonging not to herself but to the entire Union, and here every child of the Republic may properly feel himself something more than a guest, may feel himself at home among his own. But whether ye, superintendents, principals, presidents, teachers, be held as best-loved guests or as favorite children, the heart of the nation bids you welcome in this her especial seat, and rejoices in the cause of your coming and your stay. She recognizes you not as pleasure-seekers, not as office-seekers, though ready to sympathize with you even in that pursuit, but as truth-seekers, winning and diffusing knowledge for the common weal. In that character she feels honored by your presence, and repeats to you her warmest welcome from year to year. She bids you enter into her temples, her courts and chambers, as your own, to contemplate her priceless treasures, and look upon them as yours in the enduring possession of the mind, to examine and learn to know the many and varied agencies assembled here for promoting as well the intellectual as the material advancement of mankind. Of these agencies, it is permissible in this presence to speak particularly of one; for the enlightened foresight and the active influence of this association the United States Bureau of Education owes its existence. At your meeting in Washington in February, 1886, resolutions were framed and adopted, and a committee was appointed to memorialize Congress, for the creation of such an office. The work was speedily accomplished, and the office, at first called the Department and afterward the Bureau of Education was established. For a time its fortunes seemed uncertain, but gradually the public confidence was won. Throughout its existence the alliance of the bureau with your association has been the closest; to you it has looked for aid and encouragement. To-day it acknowledges the great indebtedness of the past and asks your continued interest for the future, it invites your candid and careful consideration of the work it has already done, and your frank suggestions towards improvement and increased efficiency hereafter. In addition to the general welcome I have tried to speak, I would express, in behalf of the commissioner of education, the hope that no member of the Department of Superintendence will leave Washington without visiting the bureau which has so intimate a connection with his work.

CANADIAN SCHOOL SYSTEM.

By HON. G. W. ROSS, Minister of Education, Ontario.

The school system of the province of Ontario is under the direction of a member of the executive government, who is responsible directly to the Legislative Assembly for its administration. The three main sub-divisions of the system are elementary, or public schools; high schools; and the state university.

The elementary schools are managed by boards of trustees appointed by the people. They number 5,506, and are open to pupils from five years of age to twenty-one. The kindergarten department of the elementary schools is open to pupils from three to six years of age.

The high schools number 116, and employ 409 teachers. They also are managed by trustees, indirectly appointed by the people, and, as a rule, are located principally in towns and cities.

The university is endowed out of land, appropriated nearly 100 years ago for higher education. It consists of three departments—art, medicine, and law, and has affiliated with it five denominational colleges and other institutions.

Teachers.—The teachers in the public schools number 7,594; they are divided into three grades—first, second, and third, and have to submit to a uniform examination conducted by the department. The literary, or

non-professional examination, embraces all the subjects taught in public schools; the professional examination embraces school management, organization, the study of temperance and hygiene, music, drill, and calisthenics. Those of the lower grade are licensed to teach for three years only; those of the other grades have certificates during good behavior. The teachers of the high schools are all graduates of some university in the British Dominion, or hold a public school certificate of the highest grade, as the curriculum of high schools requires a knowledge of the higher mathematics, sciences, classics, and modern languages.

The professors and lecturers of the university are appointed by the government.

There are 57 model schools in the province for the professional training of teachers of the lowest grade, two normal schools for the training of teachers of the second grade, and five training institutes for teachers of high schools.

There are 66 teachers' institutes in the province of Ontario; the attendance at these institutes last year was 90 per cent. of the teachers employed. The total amount expended on education up to last year, was \$4,518,549.

PROMOTIONS.

By PRESIDENT WM. DEWITT HYDE, Bowdoin College, Me.

Examinations have been standing still, and are behind the times. The outcry against examinations is really against the badness and inadequacy of existing methods. There are three forms in which knowledge may be held in the mind: (1) Apprehension: (2) Power to use: (3) Comprehension. Examinations should be three-fold, testing these three kinds of knowledge. First, by frequent reviews or examinations on the work of the preceding three or four days. Second, work be assigned from time to time by the teacher, to be done by the pupil in his own way with plenty of time, and with his books before him. This will not only test what use he can make of his knowledge, but at the same time train him in habits of neatness and method. Third: The final examination should consist of broad and general questions which cannot be prepared for by cramming, and which test the pupil's comprehension of the main features and broad relations of the subject.

CITY TRAINING SCHOOLS.

By W. S. JACKMAN, Pittsburg High School.

Notwithstanding that our schools are in better condition than ever before, a wide-spread dissatisfaction exists with the work they accomplish. We live in a practical age, and the business man claims that the results are not proportional to the time spent in the school, and that boys and girls are not inspired with proper respect for honest labor. Lack of confidence in the public schools as a means of training is expressed by parents in the early removal of their children from school to work, in the general demand for industrial training, and in the existence of private schools.

The cause of this disturbed condition lies either in the character of the studies, or in the poor methods of instruction. There is a dangerous inclination to the former view. It is dangerous because it sets up industrial training as *practical* against what we now have as *not practical*—an unfortunate distinction. The training school must educate its pupil-teachers, and they the public, to a broader conception of the needs of the youthful mind. Industrial training has a proper place in the schools, but the world wants character, and, if teachers have failed to develop it in the past with history, literature, science, and mathematics, they may fail to do it in the future with a hand-saw and chisel. Labor is not despised because it is honest, but because it is unremunerative, and the laborer illiterate. The exactions of toil prevent that acquisition of general intelligence which commands the respect of men. The present need is that the lessons of the school-room be presented to the pupil exactly as the lessons of life will be presented to him; it is not necessary that they be the same lessons—they cannot be the same. The academic acquirements of the teacher must therefore be supplemented by special professional training.

Large cities, the centers of trade, offer opportunity for the training school to do effective work. Graduation from the high school may be made the condition for entrance to the training-school, and it must equip teachers to work reform by improved methods in all the

subjects taught. A practice school is indispensable, and in it the inexperienced teacher must learn his weaknesses, and make his first blunders. The training school should be ideal in its appliances for rendering instruction concrete, and the practice teacher should have access to proper material that he may construct illustrative apparatus for himself. Every child in the practice school should be an object lesson in psychology for the teacher. He should study the psychology of the failures, and the art of giving strength to the weak. By superior instruction, the training school may overcome the prejudice parents feel against furnishing their children as subjects for experiment. This rests with the tact and skill of the faculty. The ultimate success of the training school depends upon a rational disposition of the questions relating to the teacher's term of office and his salary. The poorest solution proposed is that of providing the teacher with a pension. Education must be paid for, and its actual cost may be measured by whatever is necessary to place the teacher upon an independent business footing with his prosperous fellow man. The course in the training school should be so comprehensive and thorough, that its graduates could well be offered permanent places at salaries which would maintain them through life, and from which by thrift they may lay up a competence for their declining years.

HOW SHALL MANUAL TRAINING BE INTRODUCED INTO THE GRADED SCHOOLS?

By JOHN D. FORD, U. S. N., Prin. Manual Training School, Baltimore, Md.

The outcome of the Civil war and the action of the trades unions have swept away the apprenticeship system, and no provision is made for our children to learn handicraft. But I may be met by the question, "What have the schools or school-men to do with this question?" I answer much; to-day everything. Young men and women are thrust upon the world with no outfit but that supplied by the schools. A practical training discovers the taste and bent of the student, relieves the strain of the purely mental studies by bringing into activity the physical powers, thus giving play to both brain and hand. Have you ever seen a boy at work, or at the finish of a piece of a work in drawing, or in the shops? How intent he is! How he hangs over it! How his soul seems to be in his deft fingers, and how proud he feels at its completion! He has created something. Select your instructor with the same care that you would use in selecting a teacher in any of the purely mental branches, and your practical training school is bound to be a success, like the Baltimore manual training school—full to overflowing. Five years ago we commenced in a very small way with sixty boys. We fitted up carpenter, wood turning, pattern making, molding, forge, and machine shops, and as good a physical laboratory as our small means would permit. For the academic work we mapped out a high school course, and a course of work in each of the shops. We put a boy at work two hours each day in the shops, one hour at drawing, and three hours literary work. At the end of the half year we changed the boy to another shop, but continuing the drawing and literary work, and making it more advanced. At the end of three years we gave the boy a final examination, averaged each result with his record in the school, and gave him a diploma, and we are proud of our school, and of our boys. We have 513 boys on roll now, besides the twenty-six in the mechanical engineering class. To do least violence to the present system of schools, it would be well to devote three hours each week to kindergarten methods, practical elementary geometry, and simple free hand drawing on the slate; in the primary grades for both males and females, four hours each week were given to free hand drawing from industrial models, measurement with the rules, elementary practical geometry, together with the intellectual work of the grade for the first two years. For the two next higher grades for males, in addition to the literary work of the grade, I would have mechanical drawing for forty-five minutes each day, and one hour per day in carpentry, carving, forging, chipping and filing, pattern-making, and molding. For females, free hand drawing from models, or geometrical drawing for forty-five minutes each day, needle work, garment cutting and making, patch work and darning; book-keeping one hour each day, music one hour each week. At the end of this grade the female is to enter one of the female high schools. In addition to the present literary work, she will receive instruction in free hand geometrical or artistic drawing, for one hour each day for the

entire course of four years, as well as instruction in the art of house-keeping, garment making, needle work, cooking, music, book-keeping, and type-writing, wood carving, engraving, printing. On the completion of the seventh grade for males—the young man selects his occupation or trade, devoting four years at the school from 8 A.M. to 5 P.M. with one hour at noon for recess; four hours each day to be devoted to literary work and science, and four hours to the chosen occupation and drawing. The occupations to be thoroughly taught—carpentry, wood-turning, wood-carving, pattern-making, molding, sheet metal work, tin, brass, copper, blacksmithing, machinist, book-keeping, civil engineering, architecture, electrical engineering, printing, and agriculture, and such other occupations as experience might require.

THE RELATION OF PSYCHOLOGY TO PEDAGOGY.

By DR. NICHOLAS MURRAY BUTLER, President of College for the Training of Teachers, N. Y. City.

The fact that a root is necessary to a tree, or a knowledge of machinery to an engineer, is not more patent than that a knowledge of psychology is necessary to the teacher. Although this fact seems patent and self-evident enough, yet it is not properly recognized in practice. We must recognize that psychology is not only the basis on which pedagogy is built, but that it is also the source of its life and strength.

Pedagogy does not cover the whole range of education, but only that portion of it which falls within the period of instruction, or school life. Education itself is the unfolding of all the powers and faculties—physical, mental, and moral—latent in man. It begins with birth, and ceases only when the faculties fail. Education as a process, no matter what its particular form, deals directly with the mind, and with the mind only. Even physical education is imparted through intelligence. Moral education, the training of character and the formation of habits, is education through the pupil's intelligence, and, in so far, mental. Sometimes we hear an education of the senses spoken of, as if it were something that required no purely mental effort or co-operation. This involves gross psychological error. The training of the eye, the ear, the touch, the taste, is mental training. The eye cannot see, it is only an optical instrument. The lens may be perfect, the retina healthy, the optic nerve intact—yet no sight results unless the optic centers of the brain are present, and are in organic connection with the optic apparatus. The same is true, *mutatis mutandis*, of the other senses. The senses are truly the "windows of the soul," but they are only windows, and not, as some would seem to regard them, souls. The ways of approach to the mind may be many and various, and the ends for which it is approached widely different in character and importance, but the mind remains the only essential element in the process.

The most important truth which psychology furnishes to pedagogy is the conception of the mind as an organism which grows and develops. Psychology demands that the mind be treated in education as the organism which it is, and not as an inanimate machine, which it is not. The development of this organism—mind—is continuous and complex. There is no break, no sudden leap, no astonishing transition. The development is gradual. We cannot safely follow Beneke and Pfisterer in marking off certain definite and well-determined stages in the development of the mind.

Mind, as an organism, lives upon the nourishment absorbed by it, and is determined both as to form and character by that nourishment. Assimilation of this nourishment is necessary to mental development. The mind must make what it receives its own. Some teachers treat the child mind as an entirely different phenomenon from the adult mind. This is an error with very serious consequences. Mind is present, whether in child or in adult, by reason of three fundamental mental characteristics—retention, discrimination, and assimilation. The adult mind is differentiated from the child mind only by the increasing number and complexity of these fundamental processes. Mental development is marked by an increase in the generality of knowledge, and in an increase in its complexity. The questions of order, of studies, length of lessons, amount of exercise, manual training, and many others, would be readily and accurately solved if their answers were sought in psychological fact, and not in pedagogical theory.

Psychology also teaches that there may be such a thing as method run mad, as well as a lack of method. The four influences which co-operate in mental develop-

ment—fundamental capacities, hereditary tendencies, physical environment, and social environment—combine in never ending complexity to produce millions of minds, no two of which are exactly alike. The problem of education to-day is to secure the greatest good of the whole with the least sacrifice of the individual.

Psychology also throws some light upon the aim of education. Amiel, with wonderful pathos and philosophic insight, has made it plain that intellectual conceit and overweening assumption cannot give us a philosophy of life or of education that will stand the test of time. The greatest philosopher of modern times, Immanuel Kant, has made it clear beyond controversy, that there are limits set upon the intellectual capacity of man. No education is complete, nor is it based on psychological science, which, while emphasizing the strength and power of mind, fails to point out its necessary and inevitable limitations.

EXAMINATIONS.

By WM. M. GIFFIN, Newark, N. J.

"Examinations, as ordinarily conducted, do not give the results of good teaching, because they are based upon the supposition that book knowledge is everything."

"A cross, selfish, and even brutal teacher may make good text-book scholars. We are running wild over strength of body and mind, and neglecting the culture of the soul. There are thousands of teachers wild over facts. They are everlastingly asking, 'Who?' 'What?' 'Where?' 'Which?' 'When?' 'How?' Special results stand at the end of all their ideas of school work."

How absurd to judge of the competency of the teacher by the results she may have obtained from term or annual examinations. Such teachers give as much time to the G. C. D. and the L. C. M., and that old father of frauds, allegation, as to the important principles of arithmetic, fearing they may be in the official examination; while all the dates from Christopher Columbus to Benjamin Harrison are stored away, taking the place of better things.

A child should never be refused promotion because of a failure in some one study, providing he shows a good knowledge of the other subjects. Dr. John Locke, the author of that masterly work, "On the Understanding," never mastered the multiplication table.

I protest against being obliged to test a class with a set of questions prepared by a disinterested non-professional committeeman, who has no more knowledge of the principles of teaching, than has a frog of the Tonic Sol-fa system of singing, and who is just about as successful as an examiner as is the frog as a songster.

I protest against promoting any pupil, be his record ever so high on text-book knowledge, when he has spent the whole year in acts of pure cussedness, using up more of the teacher's nerve force than any other half dozen pupils, because he sat up until midnight, during the last month of the school year, learning the words of his text-book by heart, and answering a sufficient number of the questions to obtain his 75% average.

Such a system simply impresses upon the minds of the pupils, that it is not our daily life that is of importance, but all is to be summed up at the eleventh hour. Thousands of our young men have thus learned to take their chances, when they come in contact with the world, nor is it surprising inasmuch as their whole education had tended to impress them that such is life. Hundreds of children in our country, this very day, have no idea of the true value of an education.

Their idea of it is to get a per cent. in examination. If given their choice of knowing much and ranking low in their class, or knowing little and ranking high they would unhesitatingly choose the latter.

Oh! the lying, copying, cuff-defacing that has been done at these annual-to-decide-all, farcical examinations.

I do not desire to under-rate the value of the written examination when "supplementing it with the current work of the school, and used in the same spirit, and with equal common sense as the oral test."

But a brief outline of Mr. Giffin's paper is here given. It was about twenty-five minutes long.

COUNTY INSTITUTES.

By HON. E. E. HIGBEE, State Superintendent of Public Instruction in Pennsylvania.

It is quite evident that no uniform and fixed laws can be formulated to regulate the instruction to be given in our county institutes. Our states differ so much in

their educational conditions and necessities that uniformity is out of the question.

In my own efforts, I have kept *three* things mainly in view: 1. That the institute may arouse public attention to the educational work of the county. The need of this must be apparent to all. 2. That the institute may keep up a vigorous sense of professional life among the teachers. 3. That the attention of the teachers may be turned by scholarly men to broad themes of thought and inquiry, and thus overcome the too narrowing pedantry of the school-room in the interest of a freer, fresher life of thinking, and a firmer handling of the various topics of study.

The personal advancement of the teachers in all the various elements of culture, I have felt very important, and I have also striven to make the institutes the means of deepening the sense of responsibility in the teachers, as having under their care, living, souls, destined to lives of usefulness here, and blessedness hereafter.

I have hardly felt the necessity of getting up any uniform system even among the counties of the state; much less have I dreamed of such uniformity among the states themselves. To impose the same system on any two states, in the midst of such wide differences of condition as actually exist, seems to me like hitching together, for ploughing, a mule and Pegasus.

THE WORK OF THE CITY SUPERINTENDENT.

By SUPT. THOS. M. BALLIET, Springfield, Mass.

What is the special work of the superintendent of schools? What is the reason, or excuse, for his official existence?

The superintendent ought to be a specialist, in the sense that he has the training to do a kind of work which no one can do without such training. His time and energies ought to be expended in doing this special work, instead of being wasted in doing work that can as well be done by any one else. He ought at least to rank with "skilled workmen."

It is a waste of time and money for a school board to require a superintendent to do work which can as well be done by a clerk or agent at a small salary. After paying a physician ten dollars for a prescription, you never pay him another ten dollars for going to the drug store for you to have it put up, when you can get a boy to do it as well for twenty-five cents.

1. Hence the superintendent should never be clerk or secretary of the board.

2. He must not be required to attend to the details of distributing books and supplies. A clerk or agent should do this.

3. He ought not to be a mere gatherer of statistics, and compiler of statistical reports. All such clerical work should be done by a clerk.

4. He ought not to spend much time in examining pupils' examination papers. In small towns this is often made no small part of the superintendent's work.

5. The superintendent ought to be, above all things, a teacher of pedagogics. His chief work must be to teach teachers the science and art of teaching.

Hence the teachers' meeting must be made the principal means of accomplishing his purpose. These meetings must be frequent—from one to four a month at least—and the time must not be spent in making petty criticisms of minor details in the work of teachers, as is so often the case. The time must be devoted to genuine pedagogical work. The teachers must feel that these meetings are made really helpful to them, and this feeling ought to secure attendance, instead of a roll-call.

The exercises at such meetings should be of the nature of lectures or talks (carefully prepared) on the general principles of education, on educational psychology, and on the special methods of teaching the various school studies. The purpose of the work ought to be to train the teachers to do good, clear thinking, as regards their daily school-work. Such a plan can prove a failure, only in cases where the superintendent lacks either the ability or tact to make it a success.

The teachers' meeting affords an opportunity for teaching pedagogics, such as neither a normal school, nor the department of pedagogics in a college affords. In normal schools, and in some cases in colleges, students are comparatively immature; have had no previous experience in teaching to which the teacher can appeal, and remain only for a few years. The students that the superintendent has in his teachers' meetings on the other hand are mature; many of them have had considerable experience in teaching; they can daily apply what they require in the way of instruction, and thus give it the most practical test possible, and the

course of instruction is virtually not limited as to time.

This instruction must be supplemented by thorough inspection and supervision. In making his visits to the schools, the superintendent should be able to illustrate his suggestions by teaching classes in the presence of the teacher. If the superintendent will never unkindly criticize a teacher for mistakes which he is unable himself to avoid in teaching classes in her presence, she will have little occasion for deploring the "rarity of Christian charity."

The superintendent should be the leader of educational thought in his community, as far as public school education is concerned. He ought to demand such recognition,—not in words, but by his "works."

He should be the advisor of the board with reference to educational questions. An intelligent board will defer to his judgment in such matters. If they do not, he had better quietly look around for another place.

PRACTICE SCHOOLS.

By SUPT. W. B. POWELL, Washington, D. C.

Mr. Powell urged the necessity of doing intelligent work in schools, and of causing the pupils to do intelligent work.

He dwelt at length on the necessity of having an intelligent, broad purpose in all the work done by the teacher, and in having the pupil take every step into the unknown to acquire knowledge, for more information or for a better understanding. Such knowledge is always classified when obtained, because it is always sought for a purpose.

The normal training school is one of the instrumentalities for training teachers to do intelligent work.

Mr. Powell laid down four groups of mental and physical activities that should constitute the work of the normal training school. These are:

1. The study of the child, or the laws of mental and physical growth and refinement.

2. A re-studying of the body of facts or the course of instruction from the standpoint of a teacher, which will give it a new attribute, and change its character to that of agent or factor.

3. A study of means, and practice in their use for the accomplishment of the end.

4. A re-study of the sources and applications of knowledge from the teacher's standpoint, for the sake of broadening the view of information as an agent or factor, and also for broadening the view of the application of knowledge as an agent or factor.

These four groups of activities are given in pedagogic sequence, the first three of which constitute the basis of the science and art of pedagogy.

He urged the re-study of the course of instruction or body of facts, and the study of psychology, from the teacher's standpoint, in parallel lines, the study of one aiding in the study of the other.

The study of psychology should be restricted to a few broad principles that are generally applicable in all education. They are as follows:

The student can be made to understand in a general way the three great categories of mind action—cognitions, emotions, and volitions.

He may be made to understand the three methods of gaining knowledge—by perception, by induction, and by abduction.

He can understand the mental processes employed in gaining information by each of these methods, and may be made to know the channels of knowledge employed by each of these methods, whether original or symbolic, and, if symbolic, whether primary or secondary.

He can understand what classes of facts may be learned through original channels, and what classes must be learned through symbols.

In the application of what he knows of mind-action, he can be made to understand that it is necessary to establish in the mind by means of the first method, and in original channels of knowledge, facts or data with which comparison is made when knowledge is to be gained by either of the other two methods, and may thus be led to appreciate the importance of a broad, systematic, and careful training of the perceptions.

After this much is understood, he will readily see the necessity of a corresponding primary training of the emotions and of the volitions, by use of original channels—the establishment of standards for comparison by objective teaching.

He may be led to see the value of example in conduct and environment for the establishment of facts and standards for comparison, by which the child's moral nature is to be trained; and to see also the value, and to

know the proper methods of induction and conclusion in moral training.

The student at this age may be led to see the value of methodical acquisition and careful classification of knowledge in the training of memory.

These mental processes are so simple as to be readily understood by the ordinary high school graduate, and are so broad in their application as to serve as a safe guide in all the work of the school.

A thorough study of the necessity and use of standards of comparison, gained by means of the senses, through original channels of knowledge, leads directly to the determination and establishment of the first steps in each branch of study.

The second work of training the teacher is to lead him to understand the course of instruction in all its parts and purposes. The student is not prepared for this work unless he possesses a good knowledge of each branch named therein, academically considered. All knowledge of the subject and its applications is not necessary.

Now, he should be led to view from the standpoint of an educated person, by turn, each subject considered as a whole, to select therefrom the essentials or framework, that he may see the lines which his teaching must follow in the development of that subject. This analysis requires, *first*, the ability to distinguish between the principal and the subordinate, which proceeds from an intelligent comparison; *second*, the courage and good sense to reject, for the time being, that unity may be preserved, the numerous interesting facts and processes that are but applications of the knowledge sought to the business, duties and pleasures of life, and embrace at once that great body of processes and applications called practical, that confuse both teacher and pupils, and too often prevent the systematic training of the mind, as well as the proper understanding of the subject taught.

The pupil is to learn how to teach by teaching. For this purpose he should be put in charge of an entire school, and should be held responsible for its conduct and general management; as well as for the teaching, long enough at least to develop one unit of work in each branch of study; and, if possible, he should be made to develop a unit of work in each branch of study in each grade of school.

The inefficiency of the pupil-teacher at the beginning of the year is to be met by adequate supervision to conserve the interests of the child.

The office of the training teacher is:

1. To know that the pupil-teacher has an intelligent view of what he is to accomplish.

2. To inspire him with enthusiasm, with earnestness, and direct him in the lines of methodical work.

The fourth group of activities embraces a re-study of the sources and applications of knowledge, for which purpose the pupil-teacher should attend teachers' meetings, grade meetings of all kinds, during the second half of the year.

He should be made to visit the different grades of school, and make a study of them in systematic order.

He should be afforded the opportunity of listening to lectures by eminent specialists in all branches of information, and all departments of applications of knowledge.

He should be given opportunity to broaden his view of sources of information and applications of knowledge by visiting museums, art galleries, factories, and other places of interest and profit.

The speaker argued at length against the formal teaching of methods unless the pupil-teacher previously understands the double purpose of the work, that is, its psychological purpose and its academic purpose.

WHAT WAS IT?

Two weeks ago last Thursday night a great ball of fire, with a tail somewhere between twenty-five feet and twenty-five miles long, appeared in the eastern sky, and rushed westward, throwing out sparks. Low in the horizon it burst into many pieces and disappeared. A gentleman who watched the queer visitor in its flight, said that when it burst, there was a sudden dash of cold air, but there were a good many dashes of cold air recently. At Plainfield, N. J., just as the sun was setting, they saw shooting across the southwestern sky, at an altitude of about 30°, what appeared to be a huge ball of fire, of a decided bluish cast. Trailing behind it was a long streak of bluish smoke. From the center of the ball of fire, jets of flame seemed to burst forth just as the meteor disappeared over the edge of the world. Perhaps the boy is now living who will be able to explain the nature of those curious meteors.

THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

CHRONOLOGY FOR SCHOOL USE.

March 24—Queen Elizabeth, England, died—1603.
March 25—Henry Lee, American Soldier, died—1818.
March 26—Webster's Dictionary published—1828.
March 27—James I., King of England, died—1625.
March 28—Sir R. Abercromby, Br. General, died—1801.
March 29—John Tyler, 10th President of U. S., bn.—1790.
March 30—Fifteenth Amendment proclaimed—1870.

SEAT-WORK.

By Supt. WILL S. MONROE.

The term "busy-work" I have often thought a misnomer, since what is usually included under that head, is not merely for the purpose of keeping the little ones employed, but rather for the purpose of arousing and stimulating thought and at the same time to teach to do things and to make things. The mere purpose of keeping them employed is only a secondary consideration.

Manual training lays its foundation in the seat-work of our kindergartens and primary schools. Here it is they are taught to weave, and build, and braid, and model. Here they obtain their notions of size, structure, form, and color. Here they are artisans and artists—carpenters and weavers, painters and sculptors. Here they learn lessons in political science—work and its worth.

Give them a handful of soaked peas and two dozen tooth-picks, and with these they will construct houses, tables, chairs, boxes, etc. Everything made should be drawn. These drawings will of necessity be crude, but the wise teacher will find something in them to praise. Skill and concept are yet dormant. They must grow; and if they keep equal pace, construction and drawing will both be a delight. It is when skill to express fails to keep pace with the ideal, that objective drawing becomes an unpleasant exercise.

The work should never be destroyed in the presence of the pupils. It encourages carelessness, while the preservation of work makes them pains-taking. If the work is to be destroyed, let it be done in the absence of the children. School-rooms may often be decorated with the fruits of seat-work.

Give the children attractive seat-work—colored mats to weave, colored sticks to build, and colored pencils to draw. Bright colors excite the sensory organs, arrest the attention, and sustain the interest. The teacher should also remember, that contrast and novelty are powerful stimuli with little children, while prolonged impressions exhaust the nervous energy, and fail to produce a mental effect. Therefore make the periods of seat-work brief, and furnish a great variety of materials. Plan it as carefully as you plan the recitations, and its educational value will be as great.

HOW TO PROVE THAT THE EARTH TURNS.

A German educational journal, published in Frankfort, gives the following directions for proving that the earth "does move." It is a modification of the well known Foucault's experiment, and as such will be familiar to many of our readers. Take a good-sized bowl, fill it nearly full of water, and place it upon the floor of a room which is not exposed to shaking or jarring from the street. Sprinkle over the surface of the water a coating of lycopodium powder—a white substance which is sometimes used for the purposes of the toilet, and which can be obtained at almost any apothecary's. Then upon the surface of this coating of powder make, with powdered charcoal, a straight black line, say an inch or two in length. Having made this little black mark with the charcoal powder on the surface of the contents of the bowl, lay down upon the floor, close to the bowl, a stick, or some other straight object, so that it will be exactly parallel with the mark. If the line happens to be parallel with a crack in the floor, or with any stationary object in the room, this will serve as well.

Leave the bowl undisturbed for a few hours, and then observe the position of the black mark with reference to the object that it was parallel with. It will be found to have moved about, and to have moved from east to west

—that is to say, in the direction opposite to that of the movement of the earth on its axis. The earth in simply revolving has carried the water and everything else in the bowl around with it, but the powder on the surface has been left behind a little. The line will always be found to have moved from east to west, which is perfectly good proof that everything else has moved the other way.

ALL IN A HALF CENTURY.

The discovery of the electric telegraph.
The discovery of photography.
The establishment of ocean steam navigation.
The annexation of Texas.
The War with Mexico, and the acquisition of California, with the discoveries of gold that followed.
The rise and fall of Napoleon III., and the establishment of the French Republic.
The laying of ocean cables.
The great Civil War, and abolition of slavery in the United States.
The great Franco-German War and the unification of Germany.
The emancipation of the Russian serfs.
The extension of Russian power into central Asia.
The discovery of the sources of the Nile and Niger, and the exploration of interior Africa.
The discovery of the telephone.
To these may be added the practical abolition of slavery in Brazil.

ZOOLOGY.

A REVIEW.

OBJECT.—to scan the subject of zoology.
Consult dictionaries for following terms, noting facts gathered under three heads:

1. Those new to the student.
2. Those forgotten and recalled.
3. Those gained by inference.

- | | | |
|-----------------|---------------------|----------------------|
| 1. Rodent, | 7. Anthropology, | 13. Insect, |
| 2. Ruminant, | 8. Vertebrate, | 14. Corpse, |
| 3. Mollusk, | 9. Epizootic, | 15. Crustacea, |
| 4. Herbivorous, | 10. Marsupial, | 16. Monkey, |
| 5. Gregarious, | 11. Pachyderm, | 17. Piscivorous, |
| 6. Protozoan, | 12. Ornithorynchus, | 18. Boa-constrictor. |

After half an hour's study, in which teacher and pupils alike engage, papers are read, facts disputed, inferences explained, points noted for reference to books, and eighteen words accumulated for another similar exercise.

EXAMPLE.

1. NEW.	2. RECALLED.	3. INFERRRED.
The camel and llama are distinguished from other ruminants by two differences.	The rodents are distinguished from other orders of mammals by their teeth.	We borrow some of our most expressive terms in the discussion of thought action from among those established in the discussion of the physical organism; as, for instance, <i>ruminant</i> . I infer that the organism of thought must follow some of the same processes by which the organism of flesh lives and grows.
Mollusks are so called because their bodies are soft. This connects the name with <i>mollify</i> and makes it easier to remember just what it means.	The vertebrates form a sub-kingdom.	I infer from Webster's definition of <i>protozoa</i> , that the most important element in vegetable food is nitrogen. Psychology must be a division of anthropology.
It is wrong to use the term <i>epizootic</i> as a noun. The noun is <i>epizooty</i> ; and the disease is not confined to horses.	Fish, as well as land animals, are afflicted with parasites (<i>epizoa</i>).	
The hawk has the power of becoming far-sighted at will, but why is the muscle by which he does this called the <i>marasmus</i> ?	The horse is ranked among the <i>pachydermata</i> ; the tapir has hoofs—how many?	
	There are seven kinds of insects having jaws, and five having sucking tubes.	
	The true boa-constrictor is confined to the American continent.	

NOTE.—By a careful selection of the terms to be studied, the teacher may direct the investigation of the pupil in any given line of research. He may, if he will, assign a list of words which will take the pupil backward through the entire subject; or a miscellaneous set, the chief purpose of which would be to awaken thought and bring in collateral knowledge; or a set so selected as to review weak points in the previous study; or a set confined to one branch of the science, as conchology.

Results prepared as above afford the teacher an excellent opportunity to look into the mental state of the pupil, correct false inferences, etc. Such results, exchanged by the pupils and made a subject of debate, stimulate inquiry and enhance the interest of the study. They also strengthen the review by an influx of new material, all of which is directly connected with the old. Botany, geology, physics, and chemistry may be reviewed in the same way. For history and geography a special vocabulary would have to be substituted for the dictionary. Of course, the age and intelligence of the pupils will determine in a great measure the usefulness of this form of review.

E. E. K.

THINGS OF TO-DAY.

General Goff took the oath as governor of West Virginia. [Of what state was West Virginia formerly a part? What caused the separation? What are the principal occupations of the people of West Virginia?]

A severe fight took place at Bagmoyo between Arabs and German forces. [Why are the Germans seeking to gain a foothold in East Africa? What countries do the Arabs inhabit? Who is the founder of their religion? What part have the Arabians played in the world's civilization?]

King Milan has abdicated the throne of Servia. [Where is Servia located? What are its relations with other political powers of Europe?]

The Hudson river opened to navigation. [How far up is this river navigable? What cities are located on it? Where is the

U. S. military academy? At what points is the scenery the finest?]

Crispi has formed a new Italian cabinet? [What form of government has Italy? What is meant by the temporal power of the Pope? How is the Pope's authority at present limited?]

Fugitives from the United States are trying to defeat the new extradition bill in the Dominion parliament. [What is an extradition law? How has the present defective law interfered with the administration of justice?]

President Harrison is besieged by office seekers. [What is civil service reform? What is the origin of the "to the victors belong the spoils" theory? Why have presidents more or less failed in their attempts to reform the civil service?]

Efforts are being made to extend the Vanderbilt system of railroads. [What advantages do large systems have over small ones? What improvements have been made in railroads in the past twenty-five years?]

FACT AND RUMOR.

Mr. Parnell has received congratulations even from Tories over his vindication. [In what way does Mr. Parnell seek to secure reform? What Irish faction opposes this idea? What effect has the use of dynamite had on public sentiment? What portions of the British empire have home rule? How does the Irish struggle resemble, and how does it differ from that of the American colonies?]

The venerable Hannibal Hamlin was recently on the floor of the United States Senate, over which body he presided during the troublous times of 1861-65. [Who was president at that time? Name some events that took place from '61-5. What amendments to the Constitution were adopted? What states have been admitted to the Union since '61?]

C. Wellman Parks, Rensselaer Polytechnic Institute, Troy, N. Y., has undertaken the preparation of an exhibit of American periodicals, for the Paris Exposition of 1889, and requests help to make it complete. [What was the first American newspaper? What effect had the invention of the telegraph on journalism? The building of railroads? The completion of the Atlantic cable? Name ten of the leading daily newspapers of the United States; also the same number of monthly magazines, and of weekly papers.]

The printer girls of Topeka, Kan., have organized "The Lealie Club," named after Mrs. Frank Leslie. [Who is Mrs. Leslie? What women are noted as journalists? What are the different branches of the printing business?]

Dr. King, the Bishop of Lincoln, has been brought to trial for alleged violations of the ecclesiastical law. [What is the established church of England? What is ecclesiastical law? How did it originate?]

Confidence is felt in New Haven that the Hon. E. J. Phelps will henceforth make that city his home. [What position does Mr. Phelps now hold? Who have held it before him? How is the diplomatic service graded? What are the duties of consuls?]

Secretary Tracy and Chauncey M. Depew were members of the New York legislature in 1852. [Give a sketch of Gen. Tracy. What did his predecessor do toward building up the navy? What do you know about Mr. Depew?]

The Queen of Sweden has aided the Swiss Dress Reform Association to open a store in Sweden. [Give some of the bad effects resulting from wearing tight clothing.]

Marshal von Moltke, on March 5, completed his seventieth year of active service in the Prussian army. [In what wars has he been engaged? What was the result of Germany's last war with France?]

Salt rheum and all skin diseases are cured by Hood's Sarsaparilla. Sold by all druggists.

NEW YORK CITY.

The board of trustees, in presenting the annual report of the Teachers' Mutual Benefit Association, congratulates them on their success during the past year. The teachers in this city failing to obtain assistance from the state in providing pensions, organized this association in 1885, and it was incorporated in 1887. Its object is to furnish pecuniary aid to its members, and there are two classes of beneficiaries: (1) Members who shall become mentally or physically incapacitated for school work; (2) Male members who shall have taught forty years, and female members thirty-five years. Annuitants receive sixty per centum of the salaries received at the time of retirement, but no annuity shall exceed \$600. The average amount paid to annuitants is about \$560. Its permanent fund is \$30,132.60, the interest only of which is available for annuities. The association has now twenty-one annuitants, of whom eleven have been retired on account of disability, and ten on length of service. The association has received gifts amounting to the sum of five thousand dollars. This association does not solicit charity, but there are few, if any, more worthy of assistance than those who have spent the best years of their lives educating the youth. The president is Jacob T. Boyle, and Anser B. Holley, secretary.

Miss Sanborn says in the *Tribune*: No words can be too strong to describe the prevalence of expectoration in our city. The matting in both elevated and surface cars is literally soaked from the accumulated deposit, and probably many cases of illness are caused by the necessity of breathing the dried particles carried in the air from the sputa of catarrhal and consumptive passengers. Study for yourself this universal nuisance in the first car you enter. It has become so prevalent, so unendurable, and ruinous to clothing that I have determined to form a society for raising a fund to provide troughs or longitudinal spittoons and screens for one side of cars. Why can we not accept truthful criticism and profit by it. "Tis true, 'tis spitty; spitty 'tis, 'tis true."

President Hunter, of the Normal College, has presented his eighteenth annual report to the trustees, which has just been

printed. This is the first report since the college has been placed by an act of the legislature under the direction of a board of trustees. The register shows the attendance of more than 1,800 students at the college last year, with an average of about 1,650, or 150 more than the capacity of the college buildings. Three new classes have been formed, and the chapel and lecture rooms were made use of for these students. President Hunter thinks the pressure of applicants for the college and the overstudy which follows from the competition, might be avoided by distributing the studies over the several higher grades in the grammar schools, and requiring all classes of the first grade in any school to have an average attendance of at least thirty pupils. If the board of education were to adopt such a regulation for the schools without causing teachers of the first grade to suffer by loss of salary, he believes the most difficult part of the problem would be solved. The report adds:

The additional power recently granted to the Normal College by statute at the request of the board of education will, it is believed, conduce not only to the efficiency of the institution, but to the benefit of the common schools. The students who entered the college for the sole purpose of obtaining an education, and who had no intention of becoming teachers, can now prosecute their studies for five years unimpeded by a professional training which they often found irksome, and for which they had little sympathy. There will be more room and better opportunity for the normal students to practice the art of teaching in the training department. . . . The tendency of the age is toward division and subdivision in trades and professions, and toward election in collegiate courses of study. Intelligent parents are usually good judges of what is best for the welfare of their children—a fact which your board recently recognized by allowing a choice of the study of French or German in lieu of Greek in studying for a degree. Every member of the faculty is of the opinion that this division of the college into departments, one normal and the other classical, is a step in the right direction; and instead of limiting the division to the beginning of the second year, I would recommend that it be permitted at the beginning of the first year.

BROOKLYN.

Dr. Charles E. West, for nearly thirty years at the head of the Brooklyn Heights Female Seminary, and one of the best known educators of the city, has decided to retire from active educational work at the end of the present year. He began teaching at the age of eighteen, and is now eighty years old. He was graduated from Union College in 1832. His principal schools have been the Albany Classical School, the Oneida Institute, Rutgers Institute in New York, the Buffalo Female Academy, and the school he has conducted in Brooklyn. His private library is one of the richest in the city, and he is a member of twenty-five scientific societies. Dr. West thinks of removing to Buffalo.

City Supt. Maxwell, of Brooklyn, is a native of Ireland. His father is a Presbyterian minister in the north of Ireland. When Mr. Maxwell came to this country he brought, among others, a letter to Dr. John Hall, whom his father had known when they were ministers together in Ireland.

EDUCATIONAL NOTES.

GEORGIA.

Williams Creek Academy is pleasantly located five miles north of Norwood. The principal, J. H. Ware, has been a member of the Georgia Teachers' Association, and attended the Teachers' Normal Institute for the last three years. His methods are endorsed by the leading educators of the South.

INDIANA.

Prof. James G. May, the oldest teacher in this state, died near Salem, Washington county, of pneumonia, on February 27. He was eighty-four years of age, and had taught 12,000 days during his life-time. Mr. May looked upon teaching as a sacred calling, and loved the work so well that he died teaching. His earnest devotion to his work has been a lesson for us all.

The teachers of New Albany contemplate an excursion to Washington city early in June.

New Albany.

JOHN R. WEATHERS.

NEW JERSEY.

The first semi-annual meeting of the Morris County Teachers Association will be held at Dover public school building, March 23, 1889. Some of the special features of the program are: "A Familiar Talk in Geology," by Mr. S. C. Wheat, Madison; "Necessity of an Acquaintance with Psychology," by Mr. L. J. Whitney, Boonton; "Is the N. J. State Reading Circle of any Value?" by Mr. J. O. Cooper, Mount Hope. C. F. Merrill, president; C. B. Hendershot, secretary.

NEW HAMPSHIRE.

L. Hayden, D.D., of Dunbarton, recently made a speech in the state legislature at Concord in favor of the abolition of the district school system. Among other things he said: "We cheerfully concede that in the days of our grandfathers, near the beginning of this current century, when towns were first divided into districts, this arrangement was the best which could then be devised, and that it met the specific wants of that age and generation. At that early period nearly all our people lived on farms, and the families of farmers flourished. Evidently, the reasons which originated this division no longer exist. A great and depieting change has come over us. Our farming population is diminished. One-half of our people are huddled together in less than thirty towns and cities. In our rural regions there has entered our households a wide-spread and depopulating blight. Why, gentlemen, we have forty-seven schools, in the largest of which the number of scholars is three only; in others two; and in others, still, a unit only—just one and no more. The appropriation of fifty dollars, or one hundred or two hundred dollars, or even a larger sum, to sustain a school for one scholar only, or for a small multiple of one, is not frugal. The proposed town system is no novelty. In neighboring states, and to a limited extent, in our own state, it has been thoroughly tried; and, wherever the trial has been really thorough, this town system has been invariably approved."

NEVADA.

The state of Nevada is comparatively young, and its educational institutions are not so thorough and far advanced as those in the East.

Reno is situated in the western part of Nevada, nestling snugly in a fertile valley surrounded by mountains. The Truckee river which rises in that beautiful fresh water lake, Tahoe, runs through Reno, winding over its rocky bed, and yields up its life in salty Lake Pyramid.

Reno will probably be remembered by those who crossed the snow-capped Sierras, and stopped here for a short time on their way to attend the teachers' convention held in San Francisco. On a hill in the northern part of the city, facing south, stands the university. It was built in 1886, and contains three floors besides the basement. On the third floor is the normal department, or our so-called experiment. This is the second year of its organization, although it is the first year that we are engaged in proper normal work, as the institution has now a training school in connection with the normal department. The success of our experiment exceeds what was expected by its warmest advocates. The number of students enrolled at present is thirty-one, and is constantly increasing.

As far as we know, this is the only university that has a training class in connection with its normal department.

Reno.

ANNIE OLCORICH.

NEW YORK.

County Institutes.

March 11, Clarence, conductor, Albino; March 18, Watkins, conductor, Albino; March 25, Waterloo, conductor, Stout; March 25, Owego, conductor, Sanford; April 8, Orange Co., conductor, Sanford; April 8, Port Jefferson, conductor, Albino; April 15, Riverhead, conductor, Albino; April 15, Port Jervis, conductor, Stout; April 15, New Brighton, conductor, Sanford; April 22, Matteawan, conductor, Albino; April 22, Rockland Co., conductor, Sanford; April 22, Queens Co., conductor, Stout; April 29, Newark, conductor, Albino; April 29, South Bethlehem, conductor, Stout; April 29, Rhinebeck, conductor, Sanford; April 29, Brewster, conductor, Barnes.

New York is to have a state association of music teachers. The first meeting will be held in the city of Hudson, June 25, 26, and 27. There are to be ten concerts, and recitals of the best and most enjoyable music, and many lectures, essays, and debates on subjects of practical worth to the profession. School and church music is to have special attention. Some of the best lecturers and essayists of the state are to provide the intellectual part of the program, and about twenty-five of the most popular concert artists will take part in the recitals, besides a large chorus. Solos will be given on the piano, violin, harp, zither, flute, and oboe, and the vocal music is by singers of a world-wide reputation. Among the names are Wm. H. Sherwood, Mme. Reve-King, Mme. Correno, Mrs. Clara E. Thoms, Wm. Courtney, Dr. Carl Martin, Miss Jennie Dutton, Mme. Hun-King, Miss Adelaide Foreman, Miss Florence Mangum, Dr. S. N. Penfield, A. R. Parsons, and E. M. Bowman. There will be reduced hotel and railroad rates. Any one desiring further information may address Chas. W. Landon, Claverack.

NOVA SCOTIA.

A free kindergarten has been established in connection with our public schools.

School banks were established in December, 1887, under authority of the town council. The first bank was opened for receiving deposits December 5, 1887. The total amount deposited up to December 3, 1888, was \$1,407.36. Interest to June 30, 1888, on general account, \$2.94. Total, \$1,410.30. Amount transferred to individual account of pupils in government savings and post office banks, \$1,003. Amount withdrawn by depositors from school bank, \$90.63. Balance: In government savings bank, \$300. In Union Bank, \$16.62. Total, \$316.62. Grand total, \$1,410.30. Dartmouth. H. S. CONGDON.

OHIO.

The state board of examiners will hold two meetings for examinations for state certificates during the year 1889. The first will be held in Toledo, July 4, in the high school building, and continuing July 5 and 6. The second will be held in Columbus, December 26, in the high school building.

OREGON.

The annual county institute, of Multnomah county, was held at Portland, February 22 and 23. An interesting program was carried out.

SOUTH CAROLINA.

Nowhere in South Carolina does the two-mill tax and the poll-tax suffice to run the schools long enough. With this fact in view, the recent legislature passed an act to enable school districts to levy special taxes to supplement the fund received from the regular tax. This permission offers an opportunity to every aspiring community in South Carolina to extend its school term, and otherwise increase the facilities for free education. It is expected that during the present year many school districts will avail themselves of this great privilege.

The teachers of Hampton county have organized a county teachers' association, with Mr. Edward E. Britton, superintendent of the Brunson graded school, as its president. The energetic school commissioner, S. J. Fitts, is secretary, and Miss Alice Larissey fills the position of treasurer. The last meeting was held at Brunson, and the state superintendent of education, Col. James H. Rice, was present by invitation, and delivered an instructive and entertaining address on the "Public School System." Hampton and Varnville, two of the towns of Hampton county, are deeply interested in a project to establish a graded school district, to embrace both of the towns. They are only two miles apart.

In many of the counties of the state, it is impossible to obtain par value for teachers' claims, and this fact keeps the best teachers away from such counties.

Yorkville, Bennettsville, and Darlington have recently voted an extra tax levy for the support of their schools.

Miss Eliza McCullough will teach at Trenton, in Edgfield county, this spring and summer; she recently passed a splendid examination before the free school board.

Long Branch Academy, in the Edisto country, to the east of Clintonward, in Edgfield county, has been built. It is a substantial and a capacious building. For the fourth year, that fine teacher, Prof. Pope N. Lott, is in charge.

EDW. E. BRITTON

LETTERS.

342. RESPONSIBILITY OF TEACHERS.—How far am I responsible for the education of my pupils? TEACHER.

1. You must bear in mind that education is the result of the self-doing of the pupil—not of what you do, except incidentally. You do not educate the child, you cannot do it; he educates himself. You may select and arrange the environment of the pupil; you may stimulate him by presenting motives, but that is all. Within him lies the educating power, placed there by a wise Creator; do not misuse it or destroy it.

Now, as to the pupil's environment, you will say that it is fixed by the course of study—if not arithmetic, geography, reading, spelling, etc. I will agree that you are somewhat limited—that you cannot place everything around your pupils that you should. Still you can do very much more by looking at the matter from a philosophical standpoint. You will see that you must give lessons (to follow nature's plan) on things, people, the earth, the body, right and wrong, numbers, language, and drawing. The last three are modes of expression. If you consider this matter with care you will make the expression the test of the pupil's advancement; you will find that he joys in telling you what he has learned or found out. He does not need to be urged to tell you what he has seen in the museums; you cannot repress him. This is the key to the difficulty about learning lessons. Hence that old rule is a good one, "Do not require a pupil to learn what he does not understand."

2. You must constantly bear in mind that the pupil is not only a *learning* being but a *doing* being; in fact that he learns by *doing*. Hence you will let him do and thus learn. (Of course this is more applicable to young children, but it is applicable all along.) The joy of doing must not be repressed. Now to meet some of your principal difficulties, for you may not readily connect them with these ground principles:

(1) As to your failure in government. You fail because you do not understand the natures of the children. A cat's fur was made to be stroked from head to tail. A hop vine has a certain way of twining itself around a pole. A child has a certain way to develop its nature. You must act in accordance with its mode of development and all will go well. This you will admit, readily; but, you say, "They will not have reading and spelling, if I do that." We think they will.

(a) You must appeal to their love of novelty; the lessons must be short; they must not become tired.

(b) You must let them do all they can, but direct the channel of doing. They want to express themselves; let it be in the way of numbers, etc.

(3) Their social instincts must be gratified,—this is the key to the attraction there is in the school, that all the terrors of the rod have not been able wholly to destroy. Encourage the growth of the social side of their natures in the school-room.

(e) You must encourage them in their efforts; that they please you is a mighty incentive.

(3) As to your failure to interest them in school and school-work. This is the key to government and might have been discussed before that point was.

(a) You must love your pupils, and let them see that you do.

(b) Of course you will not scold them, and if you have done so will do so no more. No one loves to go where he is scolded.

(c) You will show your pleasure in the work that goes on in the school-room. I have known teachers to tell the pupils that teaching was the most unpleasant of all kinds of work.

(d) You will tell your pupils when they have done well. Say it out boldly, "Well done, Johnny," "A capital lesson, Mary," "I see you are improving, Sarah," "I could not do it better myself, William." Why should you not? Will they get proud? Not a bit. Undignified? Not a bit.

(4) If you want to interest the people and stay a second term, you must interest the children. If they want you their parents will. Yet it is a good thing to visit the parents. If you do, I advise you to be full of enthusiasm about the schools. If you go to their houses croaking about their children they will not be pleased.

Finally, we say to you that a teacher with such evident mental powers, ought to be in a place of considerable responsibility. We advise you to study education as a young man would study medicine. Go to some of the summer schools, by all means. Buy some books on education, and read. Join a reading circle. If you can, join a teachers' association that meets twice a month and has a training class connected with it. That you have begun with the SCHOOL JOURNAL is a good sign in itself. Any earnest teacher who reads that and follows it, will be a successful teacher. We have known thousands who have come up through small country schools and now hold high positions, who render the praise to that practical, and yet many-sided paper. We urge you to read it with care. It is not made to be read like a story book.

Finally, be of good courage; do not be ashamed to pray much over the subject. Daily and hourly carry this matter to the Great Teacher. Of all classes of persons in this world He sympathizes with the teachers of little children.

343. PARSING AND DIAGRAMMING.—I notice in the JOURNAL, that you seem to be not much in favor of parsing and diagramming in grammar. What would you suggest in place of these, or what work do you consider the best for teaching language. I think this a most important branch of study and I want to give my pupils the benefit of the latest research and thought on the subject.

Pittsburg, Pa. MRS. GEO. M. PADEEN.
Parsing has only an infinitesimal value, if any at all. Our columns are open to a well written argument proving that the "common noun, third person, singular number, nominative case" lingo has any educational value. Diagramming has some use, but not in the lower grades. The analysis of simple sentences can be understood by young students, but not if they are intricate. There are many sentences that cannot be diagrammed, in fact, it is difficult, if not impossible, to represent the relation of all qualifying words to the eye. Here are a few examples: "There is a time to laugh." "I am ashamed to be there." "He wishes to be good." "Have birds any sense of why they sing?" "Henry sat thinking." "He spoke of John as a genius." No diagram can express the true relations of these words. Will our correspondent diagram the italicized words? Get the written endorsement of Supt. Luckey, and send the manuscript to us for publication. We have no fear of receiving any such paper for some time to come. It is understood that the diagrams shall express the correct relations of the words with no explanations. This is one test used, and it is a fair one.

344. MANUAL TRAINING IN PUBLIC SCHOOLS.—It is claimed that in manual training pupils acquire a contempt for honest toil. If the training is easier than that required in actual life, it is the ease that results from a thorough knowledge of the work. It is also claimed that it lacks unity. This is accounted for by the fact that its demands are so great and wide-spread that it is difficult to select one in preference to another.
M. E. NOBLE.
Athens, Ga.

345. ORDER IN THE SCHOOL-ROOM.—There are three general principles involved in the maintenance of good order: (1) A thorough knowledge of human nature connected with a keen sense of justice. (2) A wise discrimination between the wilful and accidental offenses. (3) A cheerful but firm manner in maintaining rules, which should be as few as possible.
O. J. BRIGGS.

346. A QUESTION AND A CRITICISM.—In your "letters" in the JOURNAL you say "three threes means nothing." You surely cannot mean what it appears to tell. In support of that I would like to ask if this be not right: If 1 apple costs a nickel, 3 apples will cost 3 nickels. Again, if 1 book is worth 8 cents, 3 books are worth 3 groups of 8 cents each, or 3-8 cents, which in algebraic language has the same value and the same meaning as 3x. Supposing x to = cost, 3-8 cents can be reduced to a simpler statement, or 24 cents.
W. V. ENGLISH.

347. RURAL SCHOOLS.—I know that our rural schools need improvement, but yet I am pleased with their work as a whole. Given children of the same ages, and our country boys and girls are practically as far advanced as those of similar age in our cities. The city pupil has all the advantages of graded schools, and the best of appliances for illustrating, but he is always with those of his own age, while our country pupil is mixed with those older and further advanced, and is stimulated to do his best because of this mingling with his superiors in age. Some schools are not so progressive as others, but taken as a whole, our rural schools will compare favorably in results with those of any state in the Union.
B. H. A.

348. WHY ARE CRIMINALS INCREASING?—To any one who will study the cause from a Bible point of view it is plain. In vain may people hope to teach morality without basing their instruction on the word of God. In most of our large cities the school authorities have cast out the Bible, and it is not permitted to be read. The result is seen everywhere. Criminals are multiplying. It is the legitimate fruit of our training.
Selma, Ala. G. M. ELLIOTT.

349. CHEERING WORDS.—I was one of the first to use object lessons in the country schools where I taught, where the idea was met by many objections from my patrons, they claiming that I should pay more attention to their books. But I did not desist, but have lived to see the day when the people are not so prejudiced.
Sweet Springs, Mo. MRS. FINLEY.

350. THE JOURNAL APPRECIATED.—I am more than pleased with the SCHOOL JOURNAL this year, and it gives me new inspiration each week. The paper on "Hygiene" is valuable for any thoughtful teacher.
Parisville, N. Y. GEO. A. TAFT.

351. A CORRECTION.—The words "At once there arose so wild a yell" quoted by you on page 105, current volume, as from Milton, are from Walter Scott. The JOURNAL is too good to be permitted such a lapse.
A. M. B.

352. A FEW CRYING EVILS.—All the learned professions of the age establish their own rules and restrictions, save the school teacher, whose power is by common consent practically delegated to those foreign to his interest. His calling is unprotected. No barriers or walls surround it. Competition in his work is a field in which all may till. The examinations do not accomplish their purpose, and by their regular repetition only question the honor of the candidate. We have not kept abreast of the progress of the times. Those who have spent years of toil and study for the preparation of the work, are dragged to the same groveling level as the class who seek the profession simply as a stepping stone to some other vocation. Through optional and inoperative laws, many are permitted to rattle around in the teacher's place who are totally unqualified by tact or talent for the position.
Hamburgh, N. J. WM. M. VAN SICKLE.

353. THE READING CIRCLE.—The reading circle has come to stay, and every teacher should give it encouragement by the aid of his membership. The management of the New Jersey teacher's reading circle is vested in a board of control or council of education. This council has already, in the brief period of its existence, done much toward advancing educational legislation and influencing public opinion in educational directions; but in this good work of which we all reap the fruit, it should have the generous help of a united constituency. A bright day is dawning. Stars of educational progress are rising all along the morning sky. Let us join in one accord and help usher in the refuge to noon—a time of free schools and compulsory attendance, a time of no constantly recurring examinations, a time when the teacher's certificate of qualification is good from one end of the land to the other.
Hamburgh, N. J. WM. M. VAN SICKLE.

354. GOVERNMENT EXPENSES.—How does the expense of running the government of the United States compare with that of running the British government?
H. A.

The expenditures of the United States in 1887 amounted to \$220,190,603; those of Great Britain were \$449,983,760.

355. A LIBRARY.—In a general way, what books and authors would you suggest as part of a library of 100 books?
O. M. P.

It all depends on yourself. If you're a teacher 100 theological books will be useless to you; if you're fond of philosophy, you don't want Bible commentaries. Sir John Lubbock's "Best One Hundred Books" may be obtained of us. The lecture in which he formulated his ideas on the subject is in his "Pleasures of Life," published by McMillan & Co. But don't buy "books you ought to have," or you'll be miserable; buy those you want. Get Emerson's essay "On Books" in Houghton's "Vest Pocket Series." It is interesting, and will give you a good many ideas, and best of all get the admirable list of books published by us with special prices to teachers. It will be sent free on application.

356. PRESIDENTIAL ELECTORS.—How are the presidential electors elected, and how do they elect their candidates?
WILLIAM H. SMITH.

The state conventions of the various parties nominate the electors, one for each representative, and one for each senator in Congress; thus New York having 34 representatives and two senators, has 36 electoral votes. These persons are voted for on the general election day, the ballot being marked "President." The Twelfth Amendment to the Constitution orders the electors to meet in their respective states and vote by ballot for President and Vice-President separately. They are to make distinct lists of all persons voted for by themselves for the two offices, and send those lists, sealed, to the President of the Senate at Washington. Sections 131 to 151 of the Federal Revised Statutes prescribe generally the proceedings of the electors. They are to meet on the first Wednesday in December in the year in which they are appointed, in such place as the legislature of each state may direct. The governor is to give them three certified lists of those chosen to be electors; the electors are to make three lists of the persons balloted for by them, for the Presidency and Vice-Presidency, and to the certified lists, annex the certificates furnished by the governor. They are to appoint one of their number to carry one of the certificates to the President of the Senate before the first Wednesday in January, and to send to the President of the Senate, by mail, another copy of the certificates; and the third they are to give to the judge of the district wherein they assemble. The messengers are paid twenty-five cents a mile for their trips to Washington, and if they fail to perform their duty they forfeit \$1,000. Article three, title 3 of chapter 6 of the New York Revised Statutes, requires the electors to meet at Albany on the first Wednesday in December, at 4 o'clock P. M., there to fill all vacancies in the college, to choose a president and secretary, and then ballot for President and Vice-President of the United States; the judge spoken of as the depository of one of the lists of electors

and votes, is in this title declared to be the judge of the United States for the northern district of New York. The electors get the same mileage to and from their homes as the members of the legislature.

357. ONE WAY OF FINDING OUT WHO IS GUILTY.—The pupils from a certain school came marching in from their recess, and one boy tripped and fell over a small sliver of wood which had been inserted between the iron fastening to the desk and the floor. The teacher stepped to the platform and said: "Who placed that chip in the crack of the floor?" Perfect silence reigned. Again came the question, "Who did this?" Not a hand was raised. She turned and said to me, "What shall I do?" "Ask how many did not do it?" She asked the question. Instantly twenty-nine hands were raised. One bad boy did not have courage to raise his hand in either case.
E. M. P.

358. LENGTH OF CALIFORNIA.—What is the length in miles of the state of California?
N. O. W.

Its extreme length is 770 miles; its extreme breadth 380 miles.

359. ROBERT ELSMERE.—What do you think of this book?
HENRY WARE.

Mrs. Ward, its author, is first and above all things an "Arnold." Her grandfather, old Dr. Arnold, was one of the most scholarly and brilliant men that England has ever produced, and she has inherited a noble share of the Arnold facility of expression and language. "Robert Elsmere," is simply Matthew Arnold's essays put in romance by one who knew her Oxford perfectly, and her uncle as well.

The literary value of the book cannot be impeached. It is the most notable novel we have had since the days of George Eliot. It is not as great as "Middlemarch," but it is our nearest approach. Neither do we look upon it as so completely a vicious book as some would have us believe. We think Mrs. Ward had an end clearly in view in writing the book, but we do not feel that she has reached it. In the first place, we are told that Robert Elsmere is won over by the arguments of the 'Squire, but we fail to appreciate those arguments. His conversion to the 'Squire's views is by far too sudden. There is nothing to warrant it in the pages of this book, which is supposed to be minute.

And again, there is a further flaw in the mental and spiritual condition of Elsmere at the close of the book. We are told of his marvelous devotion to humanity, but that devotion is such as came not from his new belief, but from his natural desire to atone for his defection from a faith which did satisfy him for years, to one which never can. The quickening of his charity, if so one might put it, was but the quickening of his conscience.

360. ATTENTION CALLED TO POEM.—How was attention first called to the poem "If I should die to-night?"

Rider Haggard quoted the poem "If I should die to-night," and attention was thus called to it. It was written by Miss Belle E. Smith, at present a teacher in Tabor College, Tabor, Iowa, and was first published in the *Christian Union*, June 18, 1873.

361. THE POWER OF THE PRESIDENT.—Does the power of the President of the United States exceed that of the Queen of England?

Yes. The President has the veto power, which the Queen has not. The Queen has absolutely no power; her ministers do all the work, assume all the responsibility, and she must do as they direct. Parliament changed the line of succession in 1688, and can abolish or starve out royalty by refusing to grant supplies. The Queen nominally, can dissolve Parliament; really the ministers do it, who are responsible not to the Queen, but to the people; but after Parliament is dissolved, the ministers as such have no voice in the elections.

QUESTIONS TO BE ANSWERED.

365. REAL SLATE STONE BLACKBOARD.—Will you tell me one or more owners of quarries where real slate stone blackboard is got out?
Jasper, Ind. RICHARD M. MILBURN.

366. EXAMINATIONS.—Have you any knowledge of schools that have abolished examinations, and what plan has been substituted to determine promotions?
W. J.

367. A PROBLEM.—Find one of two equal annual payments that will discharge a six per cent. interest-bearing debt of \$1,000.
READER.

368. DEPTH OF CISTERN.—How deep must a cylindrical cistern be, whose diameter is 10 feet, to hold 100 hogheads of water?
READER.

369. INCENTIVES TO STUDY.—Name ten incentives to study.
READER.

370. MORAL TRAINING.—State briefly what the teacher should aim at in the moral training of his pupils, and how he may hope to attain the desired result.
READER.

361. CHEESE OR CHEESES.—Which is correct to say, a dozen cheese or a dozen cheeses?
S. H.

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NEW BOOKS.

ELEMENTS OF THE INTEGRAL CALCULUS, with a Key to the Solution of Differential Equations, and a Short Table of Integrals. By William Elwood Byerly, Ph.D. Second Edition, Revised and Enlarged. Boston: Published by Ginn & Co. 388 pp. \$2.15.

This large and valuable book is a sequel to a treatise on the Differential Calculus, by the same author, already in use, and is prepared as a text-book. In addition to the subjects usually treated in a text-book, on the Integral Calculus, this work contains an introduction to Elliptic Integrals and Elliptic Functions; the Elements of the Theory of Functions; a Key to the Solution of Differential Equations, and a Table of Integrals. The subject of Definite Integrals is much more fully treated in this revised edition, than in the earlier publication, and in addition to other new matter, there will be found a chapter on Line, Surface, and Space Integrals. The Key has been enlarged and improved, and the Table of Integrals has been much enlarged, and now included with the calculus, instead of being published in a separate form.

A TEXT-BOOK OF ELEMENTARY BIOLOGY. By R. J. Harvey Gibson, M.A. Illustrated with 192 Engravings. London: Longmans, Green & Co. And New York: 15 East 16th St. 362 pp. \$1.75.

A volume on elementary biology, by an author of experience as a university teacher upon the subject, comes as a very welcome guest. It is the opinion of Professor Gibson, that a student must first undergo a preliminary training in the facts and conclusions of physics and chemistry, before he can properly appreciate and be benefited by the study of biology,—devoting both time and labor to the application of the general laws of these sciences to the special phenomena of plant and animal life. To make this condition an easier one for ordinary students, the professor has summarized, in a preliminary chapter, the principal conclusions of the inorganic sciences, devoting special attention to those laws on which the higher science of biology is founded. In a most interesting and instructive manner, the succeeding chapters of the book, keep prominently in the foreground the dependence of biology on physics and chemistry, and the relationship of morphological and physiological details to general principles. The botanical aspect of biology is made especially prominent, because plant morphology and physiology, from their relative simplicity and clearness, as compared with animal morphology and physiology, are more suited for elementary study. The great divisions of the subject, as arranged by Professor Gibson, are,—Matter and Energy,—Protoplasm,—Individual and Tribal Life,—Distribution and Classification,—The Morphology and Physiology of the Simplest Living Organisms,—Protista,—Unicellular Plants,—Protozoa,—Unicellular Animals,—Protozoa,—Metaphyta,—Vascularia,—Metazoa,—Invertebrata,—Metazoa,—Vertebrata,—followed by History of Biology. The illustrations are excellent, clear, full of interest, and the greatest possible aid to the study.

THE STATE AND LOCAL GOVERNMENT OF NEW YORK. With the Text of its Constitution. By Orlando Leach. An Appendix to "Our Republic." Leach, Shewell, & Sanborn. Boston & New York. 104 pp. 36 cents.

The importance of the state of New York, is unquestionable, and what is more necessary than a complete understanding of it in all its departments? It is the first in population, and surpasses all the others in the extent of its manufacturing and commercial wealth. To the student, too, it is full of historical interest, and Mr. Leach has struck the keynote when he offers to so many thoughtful people this valuable little book. Everything in connection with the vital interests and prosperity of the state has been skillfully included in its pages. The body of the book is arranged in paragraphs of greater or lesser lengths, making its contents valuable as a text-book for schools. It touches everything,—individual rights, voters, the legislative power, the executive power, the governors, and all state officials, the Civil Service Commission, State Board of Health, Quarantine, Labor Bureau, State Board of Charities, the county court, county officials, villages, cities, taxes, and all the other important points that go to constitute a state with its government. This part of the volume closes with a list of the salaries of state officers. Following this, is the Constitution of the State of New York, adopted November 3, 1846, as Amended, and in force January 1, 1889. The state assembly districts are given, with a table of departments, districts, and counties, which are embraced in a general term of the supreme court. A complete index closes the book.

CECIL'S KNIGHT. By E. B. Hollis. New York: Thomas Y. Crowell & Co., 13 Astor place. 349 pp. \$1.25.

There is always something fascinating to boys and girls in a good, wide-awake school story. If it is true to life, it will be thoroughly appreciated. "Cecil's Knight" is a genuine one, beginning on a sunny afternoon, with the scholars preparing neat flower beds, the boys bringing good soil, and the girls plants and seeds. Louis Thorne, the hero or "Knight," is a grand, good boy, fond of school, fun, and home. Miss "Cecil" is a charming young lady, fond of boys, and especially admired by the little "Knight" Louis. The book is full of good lessons, and should be read to be appreciated, as a few words tell only a small part of its genuine worth. It is well bound and makes a nice looking book.

PROGRESSIVE HOUSEKEEPING. Keeping House Without Knowing How, and Knowing How to Keep House Well. By Catherine Owen. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 192 pp. \$1.00.

Many things are done in these days after the progressive fashion, including eucure, and now Miss Owen gives us a volume on progressive housekeeping. Her pen has been impelled to write many useful things recently, and last, but not least, is this book. Practical, every-day operations form the foundation for her theme. After some introductory remarks, she gives an order of work for Monday, with advice good for every day in the week,—the Monday dinner, washing, ironing, bedroom work,—washing dishes and caring for lamps,—work for Wednesday and Thursday. The waste of the household comes next in order, with a variety of common-sense recipes in regard to uses of waste material, fat, etc. Servants, marketing,

economical buying, housecleaning, and a variety of just as useful points are touched and made clear. This may be called one of the useful, practical, sensible, books of the year.

P. TERENTI AFRI ANDRIA ET HEAUTON TIMORUMENOS. Edited, with an Introduction and Notes. By Andrew F. West, Ph.D. New York: Harper & Brothers, Franklin Square. 205 pp. \$1.50.

The Introduction to this volume, by Dr. West, is a comprehensive and full description of the native beginnings of Latin and Greek comedy,—Meander,—Latin comedy under Greek influence,—Terence,—Early Roman theatres,—the public games,—divisions into acts and scenes,—language of Terence,—his style and influence,—metres, and preservation of the text. Terence closes the roll of the great Latin comedians. Born in Carthage, 186 B. C., he served as a slave to the senator Terentius Lucanus, who was so much pleased with the youth that he brought him up gently. His six plays have been preserved and transmitted to us. The "Andria" was first performed 166 B. C.—the "Hecyra," 165 B. C.—the "Heauton Timorumenos," 163 B. C.—the "Eunuchus" in two parts, 161 B. C., and the "Adelphi," 160 B. C. The text of this edition is substantially that of Umpfenbach, but the editor, while taking advantage of the thoughts of other writers, has added some of his own; and in doing so, it has been his aim to combine in one the lights which come from various sources and modes of interpretation, in order to make clear. The object is, to make the student acquainted with Terence's Latin as a model of refined style.

THE ENGLISH RESTORATION AND LOUIS XIV. From the Peace of Westphalia to the Peace of Nimwegen. By Osmond Airy, M. A. With Three Maps. New York: Charles Scribner's Sons. 292 pp. \$1.00.

The epoch of European history which the author has discussed in this volume, is an epoch of Restorations,—differing widely from each other, in correspondence with the varying circumstances of the countries in which they took place. The interest and importance of the period covered is sufficient for this new volume of the "Epoch Series" a warm reception, while the author's clear, concise, and interesting style, will still further commend it to students and lovers of history. Both the arrangement and treatment are calculated to arouse and sustain interest. The struggle between Charles II. and the Parliament, the wars of the English and French with the Dutch; the Parliamentary and the New Fronde, the great figures of the time, the French King, Mazarin, Cardinal de Retz, and the Prince of Conde—all are vividly described. The analysis of the character and reign of Louis XIV. is particularly brilliant. The three maps are excellent, showing "Germany and the Territorial Provisions of the Peace of Westphalia, 1648,"—"United Provinces and Spanish Low Countries," with a map illustrating the "Campaigns on the Upper Rhine."

SYSTEMS OF EDUCATION. A History and Criticism of the Principles, Methods, Organization, and Moral Discipline Advocated by Eminent Educationists. By John Gill. Boston: Published by D. C. Heath & Co. \$12 pp. \$1.10.

In this "fourteenth edition" is found an old established book in new dress. There has been a thorough revision of the Notes, and a few passages, unnoticed in former editions, have been explained,—otherwise the book is the same old friend that has held a high position in the estimation of teachers and thinkers for many years. The science of education, is dwelt upon with greater force at the present time than ever before, and the great aim of educators now, of all grades, is to place the art of teaching upon a scientific basis. A study of the history of the systems of education, as found in this volume, is an invaluable help to teachers.

MISCELLANEOUS READINGS AND RECITATIONS. Edited by H. E. Holmes. Publication Department of the National School of Elocution and Oratory. Philadelphia. 508 pp. \$1.50.

Miss Holmes is a successful teacher of elocution, as well as a popular reader and speaker, and experience entitles her to the position of editor of this excellent book. It is full of humor, pathos, and eloquence, and is designed for public and social entertainment, and use in colleges and schools. Every student and teacher, as well as lover of good reading, should secure a copy, as it is a most convenient thing to own, and may be needed at any time. The book contains both poetry and prose, new and old, but all good.

REPORTS.

ANNUAL SCHOOL REPORT OF AUBURN, N. Y., 1888. B. B. Snow, superintendent.

The important event of the year was the completion of the new high school building. The building was dedicated June 5. The registration was 3,537, and the average attendance 2,811. The registration fell off 23, and the attendance 17, partly on account of the opening of a German Catholic parochial school, and partly by reason of the suspension of a manufacturing establishment. The superintendent adds: "Both causes are to be regretted, the one as indicating a temporary decline in business prosperity, the other as tending to promote race and class distinctions."

BIENNIAL REPORT OF THE COMMISSIONER OF SCHOOLS OF UTAH, 1886-7. P. L. Williams, commissioner.

In some counties and localities there is urgent need for additional and better school buildings and accommodations. In Salt Lake City and county there are not suitable and comfortable buildings sufficient to accommodate more than one-third of the school population. The commissioner is convinced that the qualification and earnestness of the teachers in the central portion of the territory, at least, is far in advance of the supply of buildings, apparatus, and proper provision for their compensation. The number of schools was 467; teachers, 501; average attendance, 19,112.

THE FIFTEENTH ANNUAL REPORT OF THE PUBLIC SCHOOLS OF PORTLAND, OREGON, 1888. Miss E. C. Sabia, superintendent.

REPORT OF THE BOARD OF EDUCATION FOR THE CITY OF MEMPHIS, sessions of 1885-6 and 1886-7. Charles H. Collier, superintendent.

TWENTY-THIRD ANNUAL REPORT OF THE SCHOOLS OF SAVANNAH, 1888. W. H. Baker, superintendent.

THIRTIETH ANNUAL REPORT OF THE BOARD OF EDUCATION AND SUPERINTENDENT OF ST. PAUL, MINN., 1887-8. S. S. Taylor, superintendent.

The work done in the manual training school, established at the beginning of the school year, was highly creditable. Numerous articles were manufactured, showing that considerable skill, in addition to the mental discipline, had been acquired. The report indicates that the year was one of growth and development. The average number of pupils belonging to the schools was 10,144, and the average daily attendance 9,424.

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS OF UTAH, N. Y., 1888. Andrew McMillan, superintendent.

Comparing the schools with those of a few years ago, it is found that there has been a steady advance. Public interest in education was put to the test at the last charter election on a question of raising funds for one new school-house, and enlarging the academy. The result was an almost unanimous vote in the affirmative. There were 6,474 pupils enrolled during the year, and the average attendance was 4,706.

ANNUAL SCHOOL REPORT OF FALL RIVER, MASS., 1887-8. Wm. Connell, superintendent.

The principal event during the year was the dedication of the high school given to the city by B. M. C. Durfee. The building is very handsome architecturally, and is provided with an observatory, in which is a telescope. The interest manifested in the public schools was very great, which was indicated by a large increase in the enrollment, and in the average attendance.

THE HISTORY OF EDUCATION IN NORTH CAROLINA. Circular of Information, No. 2, of the National Bureau of Education. By Charles Lee Smith, of Johns Hopkins University.

This will prove exceedingly valuable, as the history of education in North Carolina has never before been written. Among the features worthy of notice is a very complete sketch of the University of North Carolina, illustrated with several full-page cuts.

LITERARY NOTES.

HOUGHTON, MIFFLIN & Co. have just issued a new life-size portrait of Dr. Holmes, which is even better than the earlier one.

SCRIBNER & WELFORD publish a new volume of the "Hibbert Lectures," entitled, "Greek Influence on Christianity."

D. C. HEATH & Co. publish, in their series of "Guides for Science Teaching," "Hints for Teachers of Physiology," by Dr. Henry P. Bowditch, of the Harvard Medical School.

LEE & SHEPARD, Boston, have in press Samuel Adams Drake's "Decisive Events in American History, Burgoyne's Invasion of 1777, with an outline sketch of the American Invasion of Canada, 1775-6."

DODD, MEAD & Co. will issue a volume of the letters and diaries of Emin Pasha.

LONGMANS, GREEN & Co. are about to publish a volume of poems by Col. T. W. Higginson.

LOVELL & Co. have begun the publication of Lovell's International Series of new works of fiction, issued by arrangement with the authors.

J. B. LIPPINCOTT Co. have published "A Demoralizing Marriage," by Edgar Fawcett, and Vol. III. of the revised "Chambers' Encyclopedia."

CATALOGUES AND PAMPHLETS RECEIVED.

Decisions in Appeal Cases during the year 1888, by Hon. A. S. Draper.

Proceedings of the Armstrong (Pa.) County Teachers' Institute held Nov. 29 to Dec. 2, 1888.

Educational Leaflet No. 30, of the Industrial Education Association, New York City. The subject treated in this leaflet is "The Profession of Teaching," by Edgar D. Shimer, Ph.D.

MAGAZINES.

The leading article in the *Magazine of American History* for March, describes the "Historic Homes and Landmarks" about the Battery and Bowling Green, New York. Teachers would do well to read carefully the article, entitled "America; The World's Puzzle in Geography," "German Family and Social Life," and "Thrilling Adventure of a Kentucky Pioneer," are two articles that will be read with interest.—The March St. Nicholas has a very timely article on "Washington as an Athlete." The series on "The Romance of the Republic," by Edmund Altan, is continued. "Down hill with a Vengeance" is an illustrated article by W. H. Gilder. "The Sun's Sisters," by Prof. Boyesen, and "The Brownies' Snow Man," by Palmer Cox, are among the other pleasing articles.—The *Phrenological Journal and Science of Health* for March give first place to an eminent electrician, Royal E. House. There are also sketches of Mr. Sewall, Mrs. Benjamin Harrison, and Cardinal Lavigne.—In the March *Book Buyer* is an entertaining sketch of Charles Dudley Warner. There is a portrait of the Western author, Joseph Kirtland, and a sketch of Miss Katharine Prescott Wormeley, the translator of Balzac.—The *Political Science Quarterly* for March, contains the following articles: "Scientific Anarchism," by H. L. Osgood; "Income and Property Taxes," by Prof. Gustav Cohn; "An English View of Irish Secession," by H. O. Arnold Forster; "The Internal Crisis in France," by A. Gauvain; "The Ballot in New York," by A. C. Bernheim; "Bryce's 'American Commonwealth,'" by Prof. Woodrow Wilson.—Those who open the *North American Review* for March will find a treat both as regards variety and literary quality. Among the articles that may be mentioned are: "Old Times in California," by General W. T. Sherman; "Humanity's Gain from Unbelief," by Charles Bradlaugh, M. P.; "Deila Bacon's Unhappy Story," by Ignatius Donnelly; "Legislative Injustice to Railways," by Henry Lewis; "Common-sense and Copyrights," by George S. Boutwell; "Errors in Prof. Bryce's 'Commonwealth,'" by Gen. L. S. Bryce; "Does American Farming Pay?" by George B. Loing.

Called Back.

There is a famous novel by Hugh Conway entitled "Called Back." From a facetious proneness we are indirectly reminded that this is also the name of the supporter of erect stature, the spinal column is "called back." Disease may weaken it—weariness wear it, health leave it; briefly, prostration may drive its vigor away. But we are pleased to remind you that vigor also may be "called back," by Compound Oxygen treatment.

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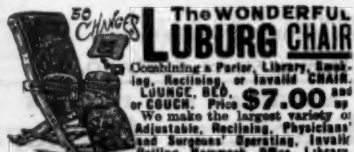
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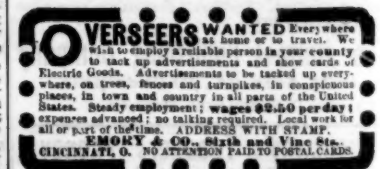
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